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ABSTRACT

Developments in education, employment, and the courts concerning the status of women are covered in these two newsletter issues. In addition to news items, the article "United Nations World Conference on Women, 1985: Some Random Reflections on the Nairobi Conference" by Bernice Sandler is included. The article provides an overview of the overall conference and workshops and considers implications for the future of women's activities. News topics include the following: women's education; women faculty; developments in other countries affecting women's education and employment; sexual harassment and rape on campus; contracts; faculty salaries; nontraditional careers for women; court litigation; sex discrimination; rural women; minority women; black women and feminism, disabled women, women's studies programs; women's sports; the climate for women faculty, administrators, and graduate students; textbook bias against women, women in land-grant colleges, financial aid for women students, the aftermath of federal budget cuts in sex equity programs, working women in the United States, women's earnings, and resource materials on women's education and employment. (SW)

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PROJECT ON THE STATUS AND EDUCATION OF WOMEN - ASSOCIATION OF AMERICAN COLLEGES

ON CAMPUS WITH WOMEN

Volume 15, No. 2, Fall 1985

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Project on the Status and Education of WOMEN

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ON CAMPUS WITH WOMEN

Vol. 15, No. 2 • Fall 1985

UNITED NATIONS WORLD CONFERENCE ON WOMEN 1985

SOME RANDOM REFLECTIONS ON THE NAIROBI CONFERENCE

—Bernice R. Sandler

The years between 1975 and 1985 have been the United Nations Decade for Women. "For the first time in history, the eyes of the world were focused on that half of its population who, by virtue of an accident of birth, perform two-thirds of the world's work, receive one-tenth of its income, and own less than one-hundredth of its property."

The State of the World's Women Report 1985

There were two formal conferences in Nairobi, Kenya to commemorate the end of the UN Decade for Women—1975 to 1985. One was the official UN conference with delegates chosen by their country with an agenda of developing a document of "Forward Looking Strategies." The second, also sponsored by the UN, was the NON-GOVERNMENTAL ORGANIZATIONS FORUM, a loosely organized conference of persons who wanted to come to share experiences and to learn more about women's issues. I attended the Forum, and for some time I have been sifting my recollections about attending it, trying to assess what the implications are for the future of women's activities.

The organizers of the Forum expected about three or four thousand people. Instead, approximately 13,000 people, almost all women, arrived, plus about 1,400 journalists. They came from all over the world and from all walks of life. About half the women were from Africa, and indeed the strong African presence was one of the major differences between this conference and the two earlier ones; the first, held at the beginning of the UN Decade in Mexico City in 1975 and the second, the Mid-Decade conference, held in Copenhagen in 1980. About a quarter or a third of the participants came from the United States, including about 1,000 black women. The remainder came from places as different as New Guinea and Finland.

There were about 1,000 workshops listed in the formal program—workshops about almost any imaginable topic that could deal with women. In addition to the general ones such as those dealing with education, employment and legal inequities, there were a vast number of workshops dealing with other issues such as the difficulties faced by women in refugee camps and women as migrants; organizing rural women for economic development; women and forests; women under apartheid; the struggle of Puerto Rican women in the South Bronx; women in emergency situations in the Middle East; cancer in black women; and female sexuality and bodily functions in different religious traditions. They were sponsored by groups as diverse as the Iraqi Women's League, the International Women's Health Coalition, the Zimbabwe Women's Bureau, the World Federation of Ukranian Women's Organizations, and the Hubert Humphrey Institute at the University of Minnesota. There were perhaps another thousand workshops that were added to the program—each day, there was a listing of additional workshops in the Forum newspaper.

Every day, there were sessions on women's studies sponsored by Women's Studies International, a group of women's centers and organizations. These workshops discussed issues such as women's studies as a strategy for

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educational change, gender and development planning in the Third World, and research on women and public policy. These were crowded workshops and knowledgeable people came a half-hour early to insure their getting in. Here, too, the list of countries whose women put on these workshops was staggering: Chile, Ethiopia, Taiwan, Bangladesh, India, Peru, Norway, Mexico, Jamaica, Haiti, West Germany, the United Kingdom, Nigeria, the Netherlands, Philippines, Japan, the United States and many others. Women's studies is clearly not just an American experience.

Depending on which sessions you attended, you could come away with very different views as to what the conference and the women's movement was all about. One could have gone to the workshops dealing with Arab women and left with the view that the Forum was highly politicized and polarized; attending sessions on legal inequities, or family violence or women and agriculture would give a totally different impression.

Yet the conference, despite its diversity, was not fragmented. Women around the world are dealing with very much the same issues, even though the problems may vary somewhat in different places. In every country, **education** is a problem, whether of basic literacy or the number of women in doctoral programs. (In Tanganyika and Kenya, for example, there are many more schools for boys than for girls.) In every country, **employment** is an issue. Women earn less than men all over the world; the more prestigious and higher paid the job, the less likely that women will be employed in it. Occupational segregation is a world wide phenomenon. Similarly, there are **legal inequities** in every country, whether it is a question of no Equal Rights Amendment in the United States or women lacking property rights in numerous countries. In every country, women are the **most underrepresented group politically** whether one looks at the national and local governing bodies or anywhere else in the political system. **Health issues**, especially concerning maternal and reproductive problems abound throughout the world, whether it is a women in England who must wait five months for a Pap test to discover if she has cancer (even if she is bleeding and symptomatic), or a woman in Kenya where birth control is difficult to obtain and where botched abortions are one of the leading causes of female deaths. **Child care, family violence, pornography, prostitution,** and the problems of **aging women** are issues of increasing concern in every country.

Yet, despite all the problems to be solved, women are organizing around the world to improve their condition. I went to one workshop on grass-roots organizing for political power. A woman from Argentina told what she was doing there to organize women. At the end of the workshop, women from around the world and from countries as different as Greece and as Thailand told how they too were doing the same thing. I read the sign-in sheet to see which countries were represented in the room; among them were Finland, Bulgaria, Barbados, Samoa, Nepal, Colombia, Mozambique, Israel and Australia. One could not attend this conference and not be struck with the conclusion that the women's movement is truly a world wide phenomenon and not likely to go away. It is indeed a social revolution of unprecedented magnitude that has only just begun.

Not everyone who came to the conference was a feminist to begin with. Some came because the issues they were dealing with, such as population control, have a women's component within them. Others came for political reasons and to use the conference to press for attention and support for particular political issues such as those involved in the Arab/Israeli conflict or the Iran/Iraq conflict. All left, however, with an increased understanding and support of women's issues, whether they came as strong feminists like myself or were further down on the spectrum.

I was particularly interested to see what was happening with Arab women. The Copenhagen conference had been seriously marred by disruption by Arab women who grabbed microphones from Israeli women, drowned them out and otherwise prevented them and other Jewish women or anyone who disagreed with them from speaking. The UN organizers and the Danish government had been caught by surprise and were unable to deal successfully with the politicalization and anti-Semetic outbursts.

This time, both the UN organizers and the Kenyan government were from the start prepared to prevent disturbances and to deal with these issues. The Kenyan government made it clear that anyone who disrupted a workshop would be removed by security police. (The police were actually called at a handful of workshops.) At potentially controversial workshops a statement was read initially to remind people about the need to respect others rights and to discuss issues peacefully. Moderators were given instructions as to how to handle disruptions. I was at one workshop where Protestant, Catholic and Jewish women were discussing the implications for the status of women within their respective religions. A handful of Arab women attended and began to ask questions about the Arab/Israeli conflict. The moderator informed them that that was not the subject of this particular workshop. The women subsequently left.

The UN organizers for the Forum also tried to encourage women who wanted to discuss political issues to focus on the status of **women** within that political context so that there were workshops about the situation of Iranian women, and the effects of occupation on Palestinian women. I thought I saw a glimmer of feminism developing among Arab women. Several attended Berry Friedan's sessions under the tree where she met daily with anyone who wanted to discuss feminist issues. They knew who she was and had read her books. Should this budding feminism develop further, women's issues might become a bridge between Palestinian and Israeli women.

As at many international conferences, there was some of the usual anti-American criticism about capitalism, aid to Israel, our Central American policy and our relations with South Africa. On the other hand, however, there seemed to be little or no personal animosity toward individual Americans. People seemed glad to meet Americans and were genuinely friendly. In a few workshops, the participants tried to limit their anti-American rhetoric to "Reagan's policies." There seemed to be less concern

about "Americans taking over the conference" or "telling Third World women what to do" than at the conference in Copenhagen.

The large presence of Third World women shaped the conference and I could not help but be constantly aware of what a rich and developed country the United States is, and more importantly, how physically hard are the lives of women in much of the world. In Nairobi and in the countryside, I saw women, looking frail and small, carrying loads that seemed to be as heavy as themselves—loads so heavy that the women were bent over with their bodies almost parallel to the ground. Frequently, a man would be walking, empty-handed, beside them. In Kenya, as in some other parts of Africa, the belief is that women's backs are stronger and therefore they carry the heavy loads. At the conference itself, there was a large exhibit called Tech & Tools with workshops and demonstrations to deal with strategies to increase women's access, use and control of technology in agriculture, food-processing, health, energy and communications, and to devise income-generating technologies. Almost all of the exhibits focused on rural women. The exhibits showed such items as a more efficient mud stove, and stoves made out of coffee bean husks or pressed peanut shells; how to filter water in clay pots; and how to make a lantern out of a tin can.

In contrast, the largest single workshop at the conference was conducted by Bella Abzug, former member of the U.S. House of Representatives, and featured women politicians—many of them members of their legislature or cabinet—from countries as diverse as Japan, Nicaragua, Egypt, Israel, Sweden, Ireland and Brazil—all addressing the question of "What if women ruled the world?"

The world of contrasts was seen in the diversity of delegates. In one workshop, you could see among the audience a member of the Irish Parliament alongside an African woman from a tribal village—women who came to share their mutual concern about the problems confronting women. The disparities among these women did not divide them; women from vastly different cultures with different experiences and values could find much in common at this conference.

And perhaps that is what the conference is all about, how women can work together. I have a friend, an attorney with a passion for history and especially the history of religion, and we have often discussed the long-range implications of the women's movement. He once told me that he did not believe that religion would ever bring about peace in the world; it was too divisive. But he did believe that it was possible for the women's movement to do this, and that if a long-lasting peace ever came about, it would probably be the women who did it. I was stunned at the notion (this was many years ago), and asked why he thought this. He said that it was not because he believed that women were better or more peaceful or more compassionate, but because women could cross barriers of race and color, politics and nationality, age and class, and religion. He believed that women can do this more easily than men; they can develop a sense of sisterhood. Indeed, in the long range, the women's movement might just turn out to be the world's brightest hope for peace in the future. And after Nairobi, I am convinced that he is right.

Bernice R. Sandler has directed the Project on the Status and Education of Women of the Association of American Colleges since its inception in 1971. She attended the Forum for Non-Governmental Organizations at the World Conference to Review and Appraise the Achievements of the United Nations Decade for Women as a delegate for the American Jewish Committee and as a press representative for the Project. The Conference was held in Nairobi, Kenya in July 1985.

INTERNATIONAL

Women . . . A World Survey

- If the unpaid labor of women in the household were given economic value, it would add an estimated one-third, or $4,000,000,000,000 to the world's annual economic product.
- Rural women account for more than half the food produced in the Third World; for as much as 80 percent of the food production in Africa.
- Women are 50 percent of the teachers in primary schools, 31 percent in secondary schools, and 26 percent in higher education.
- In some countries, more than half of the women of university age are enrolled in higher education, while in some African and South Asian countries, four out of five women over 25 years of age have had no schooling at all.
- Women account for half the students studying for advanced degrees in the humanities, education, and fine arts; for one-quarter in the more powerful fields of law, engineering, and medicine.
- Ten of the eleven oldest democracies in the world waited until the 20th century to give women the right to vote: the first to grant electoral equality was New Zealand (1893) and the last was Switzerland (1971).
- Although they comprise 50 percent of the world's enfranchised population, women hold not more than 10 percent of the seats in national legislatures.
- In one-third of all governments, there are no women in the executive council which represents the highest decision-making body of the country; in those cabinets where women are included, there is usually only one woman.

These facts about women's status in the world community and more are highlighted in *Women . . . A World Survey*. The study pulls together data about two-and-one-half billion women—half of the world's population—from 140 nations and analyzes changes in women's situations during the postwar era (1950-85). The author, Ruth Leger Sivard, discusses women's progress toward equality in the labor force, education, health and government. The 44-page publication includes many tables, charts, graphs and maps which illustrate these changes.

Sivard's summary states, "The changes achieved in women's status during the period since World War II have been extremely uneven and, on the whole, modest. Throughout the world, women are still disproportionately represented among the poor, the illiterate, the unemployed, and underemployed. They remain a very small minority at the centers of political power." Copies of *Women . . . A World Survey* are available for $5.00 (prepaid) from World Priorities, Box 25140, Washington, DC 20007. Bulk rates are available.

U.S. Trails in Raising Women's Salaries

The U.S. is lagging behind many other countries in improving women's earnings. So says Richard B. Freeman in "Affirmative Action: Good, Bad or Irrelevant?" His data show that the earnings ratio between women and men can be improved and at a much faster rate than has been the case in the U.S. since 1970. For example, in Australia between 1970 and 1981/82, the ratio of female to male earnings has increased from 65 percent to 86 percent—a gain of 21 percent. In the U.S. in 1970, women's earnings were 62 percent of men's; in 1981/82, they were 65 percent, a gain of only three percent. Freeman suggests that the reason for such discrepancies relates to the wage-setting procedures in each country. The U.S. system operates by individual employers and unions setting wages independently. By contrast, Australian wages are set for the most part by national industrial courts. The large gain in Australian women's wages resulted from a decision to apply "comparable worth" to the entire economy. In a more centralized wage setting system, bargaining between unions and management can produce substantial changes in relative wages. Freeman concludes that while affirmative action programs in the U.S. have been generally effective in improving the relative economic position of females and minorities, additional changes in personnel policies are needed. Freeman's article appeared in the Spring 1985 issue of *Minority Engineer*.

Women Administrators and Faculty Fare the Same on the Other Side of the Atlantic

Women are scarce in senior educational posts and as representatives to internal college committees in the London and South East Region of England according to a survey done by the area's regional advisory body. The survey, reported in the London *Times* Higher Educational Supplement of March 22, 1985, is based on almost 70 percent response from 130 polytechnics and colleges. The results show there are two women principals/directors to 64 men, nine women vice-principals to 75 men and only 43 female heads of departments to a total of 446 males. The largest number of women heads of departments are concentrated in home economics, secretarial/languages and business, but again for each of these sections the majority are men.

On internal college committees: there are 117 women and 471 males on college governing boards; on academic boards 319 women to 1,288 men, and on faculty boards 330 women to 1,136 males.

Women's Studies on the Upswing in Japan

A 1984 survey of women's studies courses offered at Japan's colleges and universities showed that 92 institutions (9 percent of all institutions) offered a total of 144 women's studies courses. This was up from 75 institutions and 94 courses in 1983. One of the 17 universities first offering women's studies courses in 1984 was HOKKAIDO UNIVERSITY where "Women and Male Society" attracted 130 women and 530 men students. Students later requested a broadened women's studies curriculum.

The annual survey *Women's Studies Programmes* in Japan by Hiroko Hashimoto is available free from National Women's Education Centre, 728 Sugaya, Ranzanmachi, Hiki-gun, Saitama 355-02 Japan.

ON THE CAMPUS

Who Says Women Talk More Than Men?

Contrary to the stereotypes, men talk more than women in college classrooms at HARVARD UNIVERSITY (MA), especially when the instructor is male and the majority of students are male, according to a report in the May 1985 Journal of the Harvard-Danforth Center, *On Teaching and Learning*. "Women and Men in the Classroom: Inequality and its Remedies" by Catherine G. Krupnick notes that women did speak almost three times longer under instructors of their own sex than when the teacher was male. However, in none of the demographic circumstances studied did women talk as much as men. One possible explanation for this is that women proved to be extremely vulnerable to interruption, even though most of the interruption was done by other women. The effects of low classroom participation on development of self-esteem and self-confidence in a profession may be linked, according to the study, which offered some remedies for the situation:

- teachers need to monitor their own classroom discussions;
- get a videotape made or have a colleague sit in on class and take careful notes;
- adhere to certain guidelines which may reduce the likelihood of inequalities developing; and
- in general, make an effort to treat males and females equally by using their names frequently and asking them the same kinds of questions.

The study confirms some of the information contained in an earlier paper by the Project on the Status and Education of Women entitled *The Classroom Climate: A Chilly One for Women?* available at $3.00 from the Project.

The Classroom Climate: Still Chilly for Women?

Top female students suffer a sharp decline in self-esteem and estimates of their own intelligence after just one year of college, according to a study done by UNIVERSITY OF ILLINOIS researchers Terry Denny and Karen Arnold. The study of 45 women and 36 men valedictorians, salutatorians and honor students in high school, found that 23 percent of the men and 21 percent of the women rated themselves "far above average in intelligence" when they were high school seniors, but by sophomore year in college, only four percent of the women still rated themselves at that level, while 22 percent of the men did. Arnold noted, "They're not getting the same recognition, the chance to use their skills, the [potential employers] seeking after them, the chance to try things." The same conclusion was reached by other studies on the subject, including the Project on Women's own paper, "The Classroom Climate: A Chilly One for Women?" As Judy Mann, a columnist for *The Washington Post* (April 10, 1985), points out, "The last thing they need is a college experience that leaves them with diminished expectations and a diminished sense of their own value."

Want More Women Achievers? Get More Women Faculty

Because women's colleges employ more female faculty who serve as role models, they prepare proportionately more women for medical school and science doctorates than do coeducational colleges, according to M. Elizabeth Tidball of GEORGE WASHINGTON UNIVERSITY (DC). The article, "Baccalaureate Origins of Entrants into American Medical Schools," published in the July/August 1985 issue of the *Journal of Higher Education*, notes that among recent women's college graduates, 6.8 percent go to medical school, compared to one percent of women graduates nationwide who study to become doctors.

"The most important thing I wanted to get across is that when you put all the schools together, the faculty in women's colleges are 50 percent women, in coed colleges, it's 22 percent [women faculty] and in universities, it's 18 percent," said Tidball. Thus, "the more women faculty in the school, the more women achievers that the school will graduate." Tidball notes that female role models are more likely than men to encourage women to go into a traditionally male-dominated career, such as medicine and are also more likely to respond to issues relating to women students and so build students' self-confidence so they can participate more fully in academic and extracurricular activities, according to the study.

Highlighting Stanford Women Past and Present

As part of the Center for Research on Women at STANFORD UNIVERSITY (CA)'s ten-year celebration, the Spring 1986 Jing Lyman Lectures will take a comprehensive look at the history of women at Stanford, from the first women graduates at the turn of the century to today's undergraduates. The program, which could be a model for others, will feature speeches by the Stanford archivist and by Stanford alumnae representing each decade, beginning with the 1930's.

Harassment Suit Against College President Settled

The Peralta Community College District (CA) agreed to a $100,000 out-of-court settlement with a former secretary who filed a $1.5 million sexual harassment suit against Joseph W. Brennan, president of FEATHER RIVER COLLEGE (CA). Judy Ann Grimes claimed that she had been subjected to "retaliation" for refusing sexual advances from Brennan in 1980 and 1981.

Low Marks for Women Teachers

College students, particularly men, may regard female teachers as less worthy than male teachers, according to a recent study. While men consistently rated their female professors more harshly than their male professors, women gave their female professors higher ratings than the men did. Nevertheless, women tended to rate their male professors more dynamic and better overall teachers. The study was based on a survey of 1,000 students at LAFAYETTE COLLEGE (PA), a liberal arts and engineering college with a selective admissions policy, and involved 16 men and 16 women teachers with a similar range of experience and backgrounds.

Statistics to the Rescue: Annual Analysis to Determine Pay Equity

KEENE STATE COLLEGE (NH) has developed a plan to eliminate pay inequity based on sex as part of a settlement in a sex equity case. The plan, which may serve as a model for others, involves conducting an annual "regression analysis" to predict female salaries compared to male salaries. Anyone whose salary falls substantially below their predicted level will have a salary review conducted by a special committee of faculty and administrators. For more information, contact Richard Gustafson, Vice President for Academic Affairs, Keene State College, Keene, NH 03431.

Sourcebook on Student Development Focuses on Women

The latest volume in the *New Directions for Student Services* series is devoted to the theory and research related to the development of women and seeks to relate this knowledge to working with young college women, re-entry women and minority women students. Edited by Nancy J. Evans, "Facilitating the Development of Women," not only discusses such areas as women's development across the life span and cognitive development of women, but also includes a resource section detailing sources of additional information. The book is available for $8.95 plus postage and handling from Jossey-Bass Inc., Publishers, 433 California St., San Francisco, CA 94104. (Please specify sourcebook code SS29.)

Tuition Assistance for Day Care

The Child Care Tuition Assistance Program at the UNIVERSITY OF WISCONSIN-Madison enables student families with young children to receive up to $300 for the academic year to help defray the cost of child care at a licensed facility. Beginning in Fall 1986, all students will pay an extra $1 in fees to support the program which was initiated after a 1984 student referendum established support for day care assistance. For more information on the program, contact the University Day Care Committee, University of Wisconsin-Madison, 117 Bascom Hall, 500 Lincoln Dr., Madison, WI 53706.

Colleges Today: More Women and More Older Students

From 1972-82, women accounted for nearly four-fifths of the total increase in student enrollment, according to the U.S. Census Bureau. Older students aged 25 and over accounted for more than half of the increase, with older women representing about 44 percent of the total growth in college enrollment during that decade. The figures appear in "School Enrollment: Social and Economic Characteristics of Students." To obtain a copy, send $2.25 to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 and specify stocknumber 003-001-90772-1.

Pregnancy Discrimination in Student Health Insurance Cited

The vast majority of health insurance policies offered by colleges to their students discriminate on the basis of pregnancy, according to a report issued by the Equality Center. "Insurance Coverage of Pregnancy and Abortion Under Student Health Insurance Policies" by Margaret C. Dunkle analyzed the 1980-81 college student health insurance policies of 30 colleges and found that:

- Nine out of ten colleges provided either no health insurance coverage for pregnancy or lesser coverage than for other medical conditions;
- One college in four excluded pregnancy altogether from insurance coverage, while covering other temporary disabilities;
- Only 10 percent (3 colleges) fully covered pregnancy and treated it like other temporary disabilities.

Of the colleges that did have coverage for pregnancy, one institu-

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tion excluded single women from eligibility for coverage; another required that the woman purchase "family" coverage, several required that both the "student and spouse" be covered (even though no similar requirements were made for any other condition); and most had a longer waiting period for eligibility for pregnancy coverage or otherwise treated it differently from other pre-existing conditions. Copies of the study are available for $5.00 from The Equality Center, 220 I St., N.E., Suite 250, Washington, DC 20002.

EMPLOYMENT

Arizona, Arkansas, Delaware, Georgia and Oklahoma—On Pay Equity Hit List

Forty-five states have taken some initiative to deal with the issue of pay equity. Only five have taken no specific action: Arizona, Arkansas, Delaware, Georgia and Oklahoma, according to the National Committee on Pay Equity (NCPE), a coalition of pay equity advocates which monitors state responses on pay equity issues. They have found that eight states (Colorado, Mississippi, Missouri, North Dakota, Pennsylvania, South Carolina, Tennessee and Texas) are engaged in preliminary research/data collection independent of a formal task force or commission. Fifteen states (Alabama, California, Florida, Hawaii, Indiana, Kansas, Kentucky, Louisiana, Michigan, Nebraska, Nevada, New Hampshire, Rhode Island, Utah, and Virginia) have established task forces or commissions to address the issue but have not yet undertaken a formal job evaluation study.

Job evaluation studies addressing pay equity concerns are being done in Alaska, Connecticut, Illinois, Maine, Maryland, Massachusetts, Montana, New Jersey, North Carolina, Ohio, Oregon, Vermont, West Virginia, Wisconsin and Wyoming. The states of Idaho, Iowa, Minnesota, New Mexico, South Dakota and Washington have appropriated or set aside funds to actually implement pay equity salary adjustments. For more information on pay equity issues, contact NCPE, 1201 16th St., NW, Suite 422, Washington, DC 20036.

Yale Contract Does Not Address Comparable Worth Directly

Although comparable worth was a key issue in the 10-week strike of clerical and technical workers at YALE UNIVERSITY (CT) in the fall of 1984, it is not incorporated in the contract agreement. According to Yale's associate provost, Linda Koch Lorimer, since 80 percent of the union members are women and the contract includes substantial raises, female employees are receiving greater salary increases. That is incidental, not an endorsement of the comparable worth concept, she said.

(Editor's note: The agreement on a contract also resolved several family issues, including maternity-leave policy and the establishment of a committee on day-care facilities.)

New Survey on Faculty Salaries—Same Old Results

The annual salary survey of the American Association of University Professors (AAUP) shows that there is still a large discrepancy between women faculty's salaries and those of their male counterparts. At the professorial level, men earn 8.5 percent more than women at public institutions and 16 percent more at private institutions. The salary report is available for $25.00 from AAUP, 1012 14th St., NW, Washington, DC 20005.

Not Much Has Changed for Women on Faculties Faculties of Chemistry Departments

The Women Chemists Committee of the American Chemical Society has updated its survey of women on faculties of chemistry departments. The *1983 Summary of Women on the Chemistry Faculties of B.S. and B.S./M.S. Granting Institutions* notes that:

- in 1983, 546 or 11 percent of the 4,944 chemistry faculty positions at or above the rank of assistant professor were held by women—an increase of 0.5 percent of women on staff since 1979-80 when the data were previously compiled;
- in 1982-83, 59 percent of departments had no women on the staff, a number unchanged since 1979;
- the distribution of women in rank is nearly unchanged since Fall 1979; 32 percent of the women faculty members are full professors, 29 percent are associate professors, 39 percent are assistant professors and 5.7 percent of the department chairs in the institutions surveyed were held by women; and
- since 1970, women have earned 24 percent of the bachelor's degrees in chemistry, 24 percent of the master's degrees and 12 percent of the Ph.D.'s in chemistry so their low representation on college faculties is not a function of their availability.

Copies of the survey are available free from the Women Chemists Committee, American Chemical Society, 1155 16th St., NW, Washington, DC 20036.

NONTRADITIONAL CAREERS

Women Aren't Quitters

The unexpected conclusion of a study of 13,000 workers points to the fact that young women in blue-collar, male-dominated occupations do not quit their jobs any more than men in the same kinds of jobs. Of the full-time employees (aged 14-21) in the study, conducted in 1979, 57 percent of the men versus 55 percent of the women had left their jobs within a year. The study also showed that the turnover among young women in nontraditional jobs such as welding and truck driving was no higher than for women in traditional jobs such as secretarial work.

The results of the study, "Women in Nontraditional Occupations: Choice and Turnover" challenge employers' long-held belief that it is better to invest money in hiring and training young men because they will not quit to get married or have children. Linda J. Waite and Sue E. Berryman of the Rand Corporation analyzed the data from the U.S. Department of Labor to conduct the study. Copies are available for $7.50 from the Rand Corporation, Publications Dept., 1700 Main St., Santa Monica, CA 90406.

Equal Opportunity for Women: Doesn't Compute

Computer-related occupations remain highly segregated by sex with women holding the lower paying, lower prestige jobs, according to a new study by Myra H. Strober and Carolyn Arnold of STANFORD UNIVERSITY (CA). They note that the higher the status and the pay, the more white men and the fewer the minority men and women of all racial and ethnic groups. Between 1970 and 1980, the ratio of women's to men's earnings remained about the same, with women's annual and median earnings less than those of men among computer scientists, systems analysts, computer programmers and computer operators, even after age, education

and high-tech industry versus non-high-tech were taken into account. Copies of the report, "Integrated Circuits/Segregated Labor: Women in Three Computer-Related Occupations" may be obtained for $2.00 each from IFG, 402 CERAS Building, Stanford, CA 94305.

Nontraditional Jobs for Women: Jobs That Pay

Hard Hats, Boots and Goggles describes ten women working in nontraditional jobs (from boiler inspector to tool and die maker), tells why women benefit from jobs usually held by men, lists ways to find nontraditional jobs and provides resources for counselors, job seekers and employers. Written by Pat Sulier and Alice Foote, it lists 40 occupations with the largest growth potential in the United States from 1982-1995. Copies are available for $4.50 each (Michigan residents add 4 percent sales tax) from the Center for Women's Services, Western Michigan University, Kalamazoo, MI 49008.

New Booklet From AAAS Available

The American Association for the Advancement of Science (AAAS) recently published a booklet entitled *Associations and Committees of or for Women in Science, Engineering, Mathematics and Medicine* which briefly describes and lists the various organizations by category. Copies are available free from the Office of Opportunities in Science, AAAS, 1333 H St., NW, 10th floor, Washington, DC 20005.

PSEW IS SEEKING INFORMATION ON MAKING NONTRADITIONAL FIELDS ACCESSIBLE TO WOMEN STUDENTS

The Project on the Status and Education of Women of the Association of American Colleges is developing a guide on how postsecondary institutions can more successfully recruit and retain women students in nontraditional fields (such as science, medicine, engineering, mathematics and business). The guide, which is funded by the Women's Educational Equity Act Program of the U.S. Department of Education, will help institutions evaluate existing programs and policies, and develop new ones. It will identify barriers, make recommendations for change and highlight model programs and resources from institutions all over the country.

The Project is seeking information on formal and informal campus policies and programs that have been implemented on campus which encourage women to enter nontraditional fields and to successfully complete their studies. We are also looking for anecdotal information from women in "traditionally male" fields—their academic experiences; the problems they encountered; the kinds of institutional responses they found helpful; whether they dropped out or successfully completed the program and why; and, if they are working in a nontraditional field for women, did their academic experiences adequately prepare them for the reality of their jobs. We would especially like to hear about the experiences of women who have returned to school, minority women, and disabled women.

Please send all materials to Julie Kuhn Ehrhart, Project on the Status and Education of Women, AAC, 1818 R St., NW, Washington, DC 20009.

Model Program Encourages Women to Enter Science-Related Fields

A booklet describing a model program for schools and organizations interested in encouraging young women toward studies and careers in science-related fields through hands-on work experience and exposure to women role models in the sciences is available from the University of Michigan. Entitled *Summer Internship Program in the Sciences for High School Women*, the booklet is available from the U-M Women in Science Program, 350 South Thayer St., Ann Arbor, MI 48109.

Engineering Notes

- **According to the Engineering Manpower Commission, the number of engineering bachelor's degrees awarded to women has climbed from 1.8 percent of the total in 1974 to 14 percent in 1984.**
- **The American Society for Engineering recently published *Women in Engineering: A Directory of College/University Programs* which lists names, addresses and information on special opportunities for women. The directory could be a model for other disciplinary organizations. Copies are available for $1.00 each from the American Society for Engineering at 11 Dupont Circle, NW, Suite 200, Washington, DC 20036.**

IN THE COURTS

Failure to Settle Costs University $2 Million

A ruling in an 11-year-old sex discrimination case against the UNIVERSITY OF SOUTH ALABAMA (USA) decreed that the university must pay approximately $2 million in back wages and lawyers' fees to Elizabeth Meek and 116 other women faculty members. Filed originally in 1975, the suit charged sex discrimination in the university's recruitment practices, hiring, promotion, tenure review and salary assignments. Larry Menefee, the attorney who represented the faculty members, noted, "The issue in retrospect may be this: instead of settling out of court for $500,000 as requested by the faculty members in 1978, the case will cost USA over $2 million, counting attorneys' fees."

"Inference of Discrimination" Found in Oregon

Three female faculty members who proved sex bias in a class action suit filed on behalf of 22 women in 1980 against the Oregon State Board of Higher Education will receive $5,833 in damages instead of the $33 million originally sought. In *Penk* v. *The Oregon State Board of Higher Education*, U.S. District Judge Helen H. Frye found "an inference of discrimination" in three cases but no general pattern of sex bias.

Discrimination Ruling To Be Appealed

The UNIVERSITY OF RHODE ISLAND has been found guilty of assigning women faculty to lower academic ranks and paying them less than qualified men in a suit first filed in 1977. Rhode Island's Board of Governors for Higher Education has voted to appeal the ruling.

U.S. District Judge Bruce Selya ruled against the university in

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part but also found that it had not discriminated in its hiring, promotion and tenure actions. If the decision is upheld, the university could be liable for as much as $2.5 million in claims by women who were hired after 1972.

RURAL WOMEN

Helping Colleges Help Rural Women

Two manuals have been written to help three higher education institutions develop classes for women in rural communities. *Building Bridges: An Outreach Approach to Developing Programs for Rural Communities* is an overview of the model developed by the New Dimensions Project and includes information on training local teachers, working with advisory committees, and getting started in a new community. It costs $3.00. A second manual, *New Dimensions in Basic Math Skills: A Workshop Manual for Rural Women*, describes how to design successful workshops and classes for adult learners and includes teaching activities and materials for basic math review, problem solving, math in everyday life, a discussion of math anxiety, etc. It costs $6.00. Copies of the manuals are available from the Women Studies Program, 301 Wilson Hall, Washington State University, Pullman, WA 99164. Make checks payable to Women Studies Program.

Missouri Rural Women: Combatting the Notion of Women's Work

The Missouri Women in Nontraditional Careers program at JEFFERSON COLLEGE (MO) is trying to reduce sex stereotyping of women's occupations by trying to reach women in rural areas to show them the opportunities available in such fields as machine-tool technology, construction and agribusiness. The program offers up to 100 percent financial aid as well as day care services and guidance counseling. Since the program began over a year ago, enrollment has increased from 32 to 100 students, ranging in age from 17 to 52, many of whom have been recently divorced, working in low-paying jobs or receiving Aid for Dependent Children. For more information on the program, contact Nancy Wegge, P.O. Box 1000, Jefferson College, Hillsboro, MO 63050.

MINORITY WOMEN

Project Aims to Stimulate Dialogue Between Black and White Women

The DUKE-UNC Women's Studies Research Center and the Department of History of NORTH CAROLINA CENTRAL UNIVERSITY are involved in a project to stimulate dialogue between black and white women about the differences and commonalities in their lives. Entitled "A Dialogue Between Black and White Women: From the Podium to the Audience to the Community," the Project is funded by the North Carolina Humanities Committee.

During the summer of 1985, six teams, each consisting of one black and one white scholar developed a joint presentation examining how gender, race and class intersect in different areas of women's lives. In the fall, each team will travel to selected locations in North Carolina to make these presentations and facilitate a community or university dialogue about the difference race makes in women's lives. In the spring, the presentations will be revised for publication in a volume that will provide teachers, activists, and the general public with materials about Southern women.

Welcome to the Real World

The Role Model Program of the New York Coalition of 100 Black Women provides women students with real life career experiences in their chosen fields. Twenty-seven students from CITY COLLEGE OF NEW YORK (CCNY) participated in the program which was held during the college's Spring '85 recess. The students spend four days with leading female professionals who serve as role models and career counselors, offering a "crash course in corporate and professional life," according to George McDonald, Vice President for Student Affairs. This is the third year that CCNY and the Coalition of 100 Black Women cooperated in the Role Model Program.

WOMEN'S STUDIES

Handywoman's Guide to Building a Curriculum Project on Campus

Integrating Women's Studies into the Curriculum is a practical guide for faculty and administrators wishing to incorporate the new scholarship on women into the curriculum. The first part of the book describes the process of implementing a project aimed at transformation of the general curriculum. It addresses questions such as how to assess the institutional climate for change; how to plan, initiate, and sustain a project; how to deal with resistance for change; and provides pragmatic strategies and recommendations for beginning projects. Part two contains brief histories, arranged by type of project, of the ten projects that participated in the Northern Rockies Program on Women in the Curriculum. Institutional setting, project goals, a plan of action and the short term impact are included for each project. Also in this section is an annotated listing of projects included in the 1984 Wellesley College Center for Research on Women *Directory of Projects* and projects funded by the Western States Project on Women in the Curriculum. The third section is an annotated bibliography providing references to over 200 theoretical works, reports, curriculum materials, resources and organizations available to assist in the development of a project to integrate women's studies into the curriculum.

Integrating Women's Studies into the Curriculum, by Betty Schmitz, is available for $9.95 from Harper and Row Publishers, Inc., Scranton, PA 18512.

New Center for Women's Policy Studies First of Its Kind

The creation of the Center on Women and Public Policy at the Hubert H. Humphrey Institute of Public Affairs (UNIVERSITY OF MINNESOTA) establishes the nation's first complete teaching, research and outreach center devoted specifically to women's policy issues. The center's objective is to educate women and men about the variety of public policy issues affecting women and about the history of women's participation in the public arena. Activities of the new center will include development of

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new courses, collection of case studies, encouragement of scholarship on policy issues, a program of public lectures, a series of publications, continuation of a series of consultations with distinguished women practitioners and scholars, and a student internship and scholarship program. The center was developed by Arvonne Fraser, Humphrey Institute senior fellow, and Barbara Nelson, Associate Professor. Contact them at the Center on Women and Public Policy, 909 Social Sciences Bldg., University of Minnesota, Minneapolis, MN 55455, for more information on the center's activities.

Putting Women into CUNY's Curriculum

A curriculum balancing project is currently underway to strengthen women's studies at the CITY UNIVERSITY COMMUNITY COLLEGES (NY). The project, funded by The Ford Foundation and coordinated by the Center for the Study of Women and Society, targets the liberal arts courses and is designed to help CUNY faculty incorporate issues of gender, race, ethnicity and class. Participants are asked to assess the status of women's studies programs at their colleges and are conducting content analyses of the most popular courses. The results of the project will be published and made available to CUNY faculty. Recommended resources and methods will be implemented and evaluated during the fall 1985 semester. For more information on the project, contact the Center for the Study of Women and Society, Graduate School and University Center, CUNY, 33 W. 42nd St., New York, NY 10036.

Men's Studies: New Perspectives on Masculinity

Scholars from all fields are invited to submit papers which either reflect upon or utilize the perspectives of new men's studies research for an anthology planned by the Program for the Study of Women and Men in Society at the UNIVERSITY OF SOUTHERN CALIFORNIA. Paper topics could address questions such as: how does the new men's scholarship differ from traditional male dominated scholarship? What is its potential impact in the academy, within specific disciplines and across disciplinary lines? How does men's studies relate to fields such as ethnic studies, or to labor history or industrial psychology? Which feminist theories and methodologies are best suited for adaptation to men's studies? Should the development of men's studies be a feminist goal? Papers might also develop men's studies analyses of such topics as parenting, sexuality, violence, spirituality, aging, etc., or reassess classic literature, philosophy, sociology or any other field, or reexamine historical movements or periods.

Papers must be received by December 1, 1985. Papers received by November 1 may also be considered for a special issue on men's studies of the *Journal of the National Association of Women Deans, Administrators and Counselors* scheduled for publication in spring 1986. Send inquiries and papers to Harry Brod, Program for the Study of Women and Men in Society, Taper Hall 331M, University of Southern California, Los Angeles, CA 90089.

A Boost for Women's Studies Researchers

A basic manual for library research in women's studies has recently been published. The handbook, geared to the undergraduate reader but also of interest to advanced researchers, librarians and faculty, briefly introduces the field of women's studies, discusses the organization of library resources and presents some model research strategies. The core of *Introduction to Library Research in Women's Studies* is an annotated bibliography that describes selected bibliographies, indexes, books, newspapers, journal articles, conference proceedings and dissertations. Other sections address research tools in various major disciplines and some interdisciplinary areas. The volume concludes with the author, title and subject indexes. The book, written by Susan Searing, Librarian-at-Large at the UNIVERSITY OF WISCONSIN SYSTEM, highlights how the library and its collection can be used most effectively in feminist research. Copies of the 257-page book are available for $17.95 plus postage and handling from Westview Press, 5500 Central Ave., Boulder, CO 80301.

Statistical Portrait of Schools Offering Women's Studies Courses

Women's studies is offered as an undergraduate major in 54 out of 573 universities (9.3 percent); in 7 out of 739 baccalaureate-offering institutions (0.9 percent); and in 11 of 1,311 two-year colleges (0.8 percent). Of 2,623 institutions of higher education in the nation, 72 (2.7 percent) offer women's studies as an undergraduate major. Undergraduate women's studies courses not leading to a major are offered at 1,099 of 2,623 institutions (41.9 percent).

These data appeared in *Campus Trends 1984*, published by the American Council on Education. Copies may be obtained free from the Higher Education Panel, ACE, One Dupont Circle, NW, Washington, DC 20036.

WOMEN'S SPORTS

What is the Future for Women's Collegiate Athletics?

The status and administration of collegiate athletics for women is assessed in "The Female Athlete—Who Will Direct Her Destiny?" The author, Charlotte West, attributes the growth of women's sports to the women's movement, increased television coverage of the Olympics and especially to the enactment of Title IX (which prohibits discrimination on the basis of sex in education institutions). Since Title IX became law, athletic programs for girls and women have grown at an unprecedented rate. "Concurrent with increases in the number of sports for women, the number of female participants and events, the number and quality of coaches, uniforms and equipment, the amount and number of athletic scholarships, the amount of media coverage, and other factors have all improved or increased." However, West points out, discriminatory practices against women in collegiate sport are still the rule, not the exception. "The last place where true equality will be realized is in an athletic setting. In an academic setting, students and professors would not tolerate a 3:00 to 5:00 p.m. laboratory time for male students, while women were assigned to the lab at dinner time, for instance 5:00 to 7:00 p.m. Amazingly, this practice is common throughout many institutions in athletics. Similarly, students and professors would not tolerate assigning the older editions of a textbook to the female students and distributing the new editions to the male student. Yet, again, assigning the newer, larger gymnasium to the male athletes and the older, smaller gymnasium to the female athletes for practices and competitions is a common practice in collegiate athletics."

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The article also discusses sports governance associations: the Association for Intercollegiate Athletics for Women and the takeover of college women's sports by the National Collegiate Athletics Assocation; coaches of women's sports; and administration of women's athletics programs. West also identifies some major issues for women college athletes such as maintaining academic standards, health concerns, role conflicts and the overemphasis on winning to the detriment of educational values. The implications of the cutback in Title IX coverage concerning athletics is also discussed.

"The Female Athlete" appeared in *Rethinking Services for College Athletes*, Arthur Shriberg and Frederick R. Brodzinski, Editors. Copies of the volume are available for $8.95 (prepaid) from Jossey-Bass Inc., Publishers, 433 California St., San Francisco, CA 94104. Specify sourcebook code SS28.

Little Difference in the Way the Ball Bounces

A new lighter and smaller basketball for women, used for the first time in the 1984-85 season, did not live up to expectations that it would improve the women's game. National Collegiate Athletic Association statistics show that women made 43.9 percent of their shots in 1984-85, almost identical to the 44 percent recorded the previous season with a larger ball. There was also a slight decrease in free throw shooting percentages from 65.3 to 64.7. Women's teams did say that handling and passing the new ball was easier.

RESOURCES

American Women And Higher Education Through The Years

In the Company of Educated Women: A History of Women and Higher Education in America by Barbara Miller Solomon gives a historical overview of women's higher education by looking at the different generations of women involved, rather than at the institutions. It explores four themes:

- women's struggle for access to institutions;
- the dimensions of the collegiate experience;
- the effects of education upon women's life choices; and
- the sometimes uneasy connection between feminism and women's educational advancement.

The book is available for $25.00 (hardback) from Yale University Press, 92A Yale Station, New Haven, CT 06520.

Tips for "Superwomen" Returning To School

Survival! The Busy Woman's Guide for Returning to School by Lynn Keegan and Marilyn Pattillo is a practical, up-beat, how-to book for women juggling the roles of mother, wife, and worker, who now want to add student to the list, and need help coping on a day-to-day basis. Full of down-to-earth, supportive advice based on the authors' personal experiences, the book is available for $7.95 from DataLife Resources, P.O. Box 3344, Temple, TX 76501.

CALL FOR INFORMATION:
THE CLIMATE FOR WOMEN FACULTY, ADMINISTRATORS AND GRADUATE STUDENTS

The Project on the Status and Education of Women of the Association of American Colleges has been awarded a grant by the Fund for the Improvement of Postsecondary Education in order to develop a guide to improve the professional and pre-professional climate for women faculty, administrators and graduate students. A chilly professional climate for women on campus can result in erosion of confidence and authority, professional and personal isolation, skewed evaluations, slower advancement and lower status. Building upon our previous studies of the classroom and out-of-class climate for women undergraduates, and working in collaboration with the Office of Women in Higher Education of the American Council on Education, we will develop a report identifying both individual behaviors and institutional and departmental structures and practices that can create a chilly professional climate. The report will also include numerous specific recommendations for individual and institutional change; a design for a replicable workshop; and an institutional self-evaluation checklist.

In conjunction with this project, we are seeking information about behaviors and practices that can create a chilly professional climate. Examples of everyday behaviors include those such as the following:

- introducing or referring to men by title (Dean Smith, Dr. Jones) but dropping women's titles (Jane Brown, Mrs. Brown) thus inadvertently undermining women's position and authority;
- interrupting or ignoring women when they participate in meetings, or omitting their comments from the minutes;
- labeling women who actively defend their research as "hostile" or "aggressive," while responding positively to men who behave similarly by labeling them as "articulate" and "assertive";
- evaluating women through the limitations of sex-based stereotypes (e.g., presuming that women do not have leadership potential, should not serve on institution-wide committees dealing with finance, etc.);

Examples of structures, practices and "customs" include, for instance:

- assigning women faculty heavier courseloads and more introductory courses than men of the same rank;
- assigning women administrators less favorable and/or less centrally located office space;
- omitting women from informal gatherings and discussions.

In addition to information about specific behaviors and practices, we are interested in materials suggesting effective responses for individuals confronted with a chilly professional climate as well as information about model programs, policies or other activities designed to increase awareness and promote change. Please send copies of studies, reports, brochures, policies, anecdotes and other pertinent information to PSEW, AAC, 1818 R St., NW, Washington, DC 20009.

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TAKING NOTES

What's In A Name?

Plenty, according to the board of MARY WASHINGTON COLLEGE (VA), who decided to rename the state-supported school Washington-Monroe College (after Mary Washington and James Monroe) in hopes of attracting more male students. Mary Washington was founded 75 years ago as a school for women and has been coeducational since 1970. Nevertheless, women still outnumber men at the campus of 2,700 undergraduates by about 3 to 1. According to a recent survey of 300 college-bound Virginians, a significant reason many men are not considering Mary Washington is that the name connotes that the school is for women only.

Not everyone at Mary Washington thinks the name change is necessary. Steve Griffin, an assistant professor of art, notes that many students are saying, "Why change? A lot of coeducational colleges are named after men; why can't one be named after a woman?" The Virginia General Assembly still has to approve the name change.

Pregnancy Penalty Lifted for Grad Students at U of Toronto

Under a new maternal leave policy, female graduate students at the UNIVERSITY OF TORONTO will no longer have to abandon their studies if they become pregnant. Pregnant master's and doctoral candidates may now be granted an absence of up to three terms—one full year—with no academic penalty and no requirement to continue paying tuition. The university has no plans to extend the policy to include undergraduates.

Better Leave the Poetry to the English Majors Next Time?

Sharon Anderson, an engineering major at CALIFORNIA STATE UNIVERSITY at CHICO, has been charged with libel and slander for writing a poem accusing her former college counselor of sexism for advising her against pursuing a career in engineering. She was also accused of violating a section of the California Education Code that prohibits "verbal upbraiding of an instructor."

In the poem, Anderson accused Frank Florio, her former counselor at BUTTE COLLEGE (CA), of telling her to "go home and make babies" during a counseling session. She mailed the poem to him and his supervisor. Florio has denied making the statement.

Undaunted by Protests, Playboy Is At It Again

In spite of rallys, pickets and suggestions to boycott the event by the college president, *Playboy* photographer David Chan came to STANFORD UNIVERSITY (CA) to get pictures of candidates for a photo spread on "Girls of the Pac-10." The protests were initiated by a Stanford women's group, Students Opposed to Pornography (STOP). Chan has been the target of similar feminist protest in the past at Ivy League schools and at the University of California at Berkeley.

Princeton's All-Male Eating Clubs Eat Crow

PRINCETON UNIVERSITY'S (NJ) three all-male eating clubs violated the law by discriminating against women and the school aided and abetted the discrimination, according to a ruling *(Frank v. Ivy Club)* by the New Jersey Division on Civil Rights. It reversed a 1982 decision that dismissed Sally Frank's complaint on the grounds that the clubs were private and thus outside the division's jurisdiction. According to James Sincaglia, deputy civil rights director, the division reversed its earlier decision because of a substantial amount of new information establishing a much greater connection between the eating clubs and Princeton. "Princeton University, which is a public accommodation, and the eating clubs are so inexorably linked that the eating clubs are also places of public accommodation," he said.

The division found that "discrimination has occurred" but only a court can make the final determination that state law was broken, according to Sincaglia. In the meantime, the civil rights division had 45 days in which to try to work out a settlement. When it was unable to do so, the case went to the state Office of Administrative Law on Aug. 12, 1985, which will make recommendations about damages and whether the clubs should admit women.

Director Bernice Resnick Sandler
Associate Director for Administration Mary De Masy
Associate Director for Programs Roberta M. Hall
Staff Associate Julie Kuhn Ehrhart
Administrative Associate Karen Seebohm
Staff Assistant Jean Hughes

The Project on the Status and Education of Women of the Association of American Colleges provides information concerning women in education and works with institutions, government agencies and other associations and programs affecting women in higher education. The Project is funded by Carnegie Corporation of New York and The Ford Foundation. Publication of these materials does not necessarily constitute endorsement by AAC, Carnegie Corporation of New York, The Ford Foundation, or any of the Project's sponsoring organization. This publication may be reproduced in whole or part without permission, provided credit is given to the Project on the Status and Education of Women, Association of American Colleges, 1818 R St., NW, Washington, DC 20009. (202) 387-1300. ISSN 0734-0141.

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Prices and availability of resources are current at time of publication.

The Association of American Colleges is the only national organization dedicated to the support and encouragement of liberal learning at all colleges and universities. Founded in 1915, AAC has long championed quality in higher education among its members, as well as business and government leaders. This leadership is demonstrated through resources and projects aimed at building consensus for directed action on urgent education issues.

In addition to the Project on the Status and Education of Women, AAC activities include:

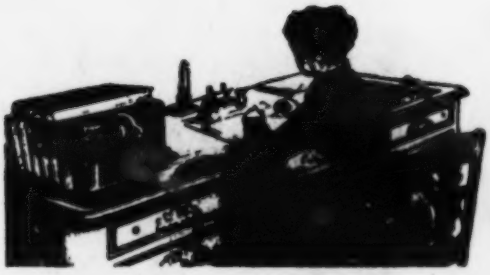
- **Grants** to help member institutions solve educational problems on their own campuses.
- **Council for the Improvement of Liberal Education,** a new action arm of AAC, to build alliances among the country's most thoughtful educators and proponents of liberal learning.
- **Project on Redefining the Meaning and Purpose of Baccalaureate Degrees** to expand the debate on the meaning of the baccalaureate degree and seek consensus on its purpose.
- **Annual Meeting** to bring together higher education administrators and faculty with leading representatives of corporate America, the media, the foundation community, and the Federal Government.
- **Publications** to explore critical issues facing higher education and especially liberal education.

For further information, contact the Association of American Colleges, 1818 R Street, NW, Washington, DC 20009 (202) 387-3760.

ON CAMPUS WITH WOMEN

Subscription Form

Yes! I want to receive *On Campus With Women* and occasional topical papers concerning women in academe. All subscriptions begin with the Summer issue and run through the Spring issue of each year. Back issues will be provided for those who subscribe in mid-year.



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ON CAMPUS WITH WOMEN

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ON THE CAMPUS

2070 Will Be a Good Year for Women College Presidents

The number of women heading colleges and universities has increased by 93 percent in the past decade so that one in ten higher education institutions has a female chief executive, according to a new study by the American Council on Education (ACE). Between 1975 and 1984 the number of women presidents increased from 148 to 286, an average net gain of nearly 14 positions per year. "At the current rate, assuming no increase in number of institutions, there will not be an equal number of women and men presidents in U.S. colleges and universities until 2070," noted Judy Touchton, associate director of ACE's Office of Women in Higher Education which conducted the study.

Most women still head small institutions, although the percentages of women heading larger institutions have increased during the last decade: in 1975, three percent of women presidents led larger institutions; in 1984, 27 percent filled the top position at larger institutions. The study also found that currently 42 percent of women presidents head two-year institutions. For more information contact, The Office of Women in Higher Education, ACE, One Dupont Circle NW, Suite 829, Washington, DC 20036.

Where Have All the Women's Coaches Gone?

A new athletics survey on the education of women and girls in the U.S. finds that the percent of women coaches is dropping. In 1983-84 more than 86.5 percent of women's intercollegiate athletics programs were supervised by men, compared to 80 percent in 1980. The Project on Equal Education Rights (PEER) which reported the survey, suggests that, ironically, this trend could be the result of the growing popularity of women's sports: "The new-found popularity of girls' and women's sports may have given rise to an all-too-familiar phenomenon—an activity that is perceived to be important is more likely to be directed by men." In addition, says the report, many men's and women's college athletic programs were integrated after Title IX (which prohibits discrimination based on sex in education programs) was passed, putting the women coaches in competition with men coaches for the same jobs. (For more results of PEER's survey and information on how to obtain a copy see p. 10.)

Economics Textbooks: Biased Against Women?

The Committee on the Status of Women in the Economics Profession of the American Economic Association has begun a textbook project which has two goals:

- to assess the extent of sexual bias in the curricular materials now in use; and
- to persuade textbook publishers to begin to consider the extent to which various texts are, or are not, gender balanced.

To date, the committee has studied 21 major introductory economic texts and found that not only is the quantity of coverage of gender-related topics inadequate, but when authors make reference to gender they often do so in ways which conform to negative stereotypes of women and "women's work." For example, one text illustrated a point by using men in the roles of playwright, general, lawyer and gambler. The only woman referred to had no particular job and hid her money in a mattress. For further information on the study, contact Susan Feiner, Department of Economics, Virginia Commonwealth University, 1015 Floyd Ave., Richmond, VA 23284.

Where the Affirmative Action Is (Or Is Not)

Gains in the hiring of women and minority members as faculty and administrators at public two-year colleges have been uneven "and there have been slippages," according to a recent study by Joseph Hankin, president of WESTCHESTER

COMMUNITY COLLEGE (NY). Of the 707 colleges studied, 18 had no female administrators, 23 had no minority administrators; one had no female faculty members and 31 had no minority faculty members. For a free copy of the study, *Where The (Affirmative) Action Is (Or Is Not): The Status of Minorities and Women Among The Faculty And Administrators of Public Two-Year Colleges 1983-84*, write to Joseph Hankin, President, Westchester Community College, 75 Grasslands Rd., Valhalla, NY 10595.

More Women Faculty Needed

JOHNS HOPKINS UNIVERSITY (MD) is far behind the national average in hiring women faculty members, and the school's atmosphere is "at best indifferent to the concerns of women," according to a recent report issued by its Ad Hoc Committee on the Status of Women. Only seven percent of the tenured and tenure-track faculty members at the university's Homewood campus are women compared to the national average of 17 percent women in that category. The 17-member committee, composed of students, administrators, staff and faculty members, made several recommendations, including hiring at least four tenure-track women faculty members, establishing day care and a women's center, and hiring two full-time female administrators. For further information, write to Dean Matthew Crenson, 140 Merryman Hall, Homewood Campus, Johns Hopkins University, Baltimore, MD 21218.

More Women Role Models Needed at Yale

YALE UNIVERSITY (CT) is aiming to double the number of tenured women on its arts and sciences faculty by 1990. Currently, only 17 (5.3 percent) of the 320 tenured arts and sciences faculty are women. The announced hiring goal was a response to a 1984 committee report on the education of women which said that it is crucial for Yale to find and attract qualified women scholars in sufficient numbers to act as role models for Yale women students.

Majority of Journalism Students are Women

Women are now 60 percent of all journalism students in the country and may soon outnumber men in communications, according to a recent UNIVERSITY OF MARYLAND study. The study concludes that "Journalism and related professional fields are becoming principally female, with a danger that they will become 'pink-collar ghettos' offering lower salaries and status." Among the study's observations:

- women have more career interruptions than men and generally lose ground as a result, whereas men tend to gain ground after career interruptions;
- male graduates at newspapers and wire services outnumber women female graduates two to one, while female graduates outnumber male graduates two to one at magazines and newsletters;
- as women become the "new majority," the nature of the news may change from a skeptical approach to a softer approach that features "harmony and community."

Members of national editors' groups and publishers' groups were skeptical of some of the report's conclusions. For further information, contact Shirley Sisk, Room 2109, College of Journalism, University of Maryland, College Park, MD 20742.

Women in Land-Grant Colleges Studied

Visible and Invisible Women in Land-Grant Colleges, 1890-1940 is the subject of the 72nd Faculty Honor Lecture given by Alison Comish Thorne at UTAH STATE UNIVERSITY. Because women were such a small percentage of the faculty, rarely administrators, and as students took traditionally "female" courses, their contributions to land-grant colleges and achievements have largely been obscured or ignored. In her lecture, Thorne, who is Professor Emeritus, seeks to set the record a bit straighter. Copies of the lecture are available for $1.75 while supplies last from Linda Speth, Director, USU Press, Utah State University, Logan, UT 84322.

Don't Move Out, Negotiate

A new booklet developed by HOOD COLLEGE (MD) helps roommates handle disagreements more effectively by teaching them the same techniques that professional negotiators use. *The Roommate Negotiation Workbook* is handed out during student orientation and offers a step-by-step approach to reaching agreements on living together so that disputes are prevented, and to resolving disagreements if they do arise. Students must use negotiation before requesting a room change from a college dorm counselor and as a result requests for mid-year roommate changes have dropped dramatically. Copies of the *Roommate Negotiation Workbook* are available for $2.50 from Barbara Engram, Hood College, Frederick, MD 21701. Bulk rates are available.

Where Do Women and Minorities Attend School?

The Bureau of Health Professions of the Department of Health and Human Services is tracking the enrollment of women and minorities to ensure that its aid monies will go to institutions that train these populations in health professions. The study found that in 1982-83, females represented 51.8 percent of the nation's undergraduate enrollment. In 23 states women exceeded that average. In Delaware and Maryland women outnumbered men by five percent, while women were less than 47 percent of the undergraduate enrollment in North Dakota and Utah.

Other findings showed that the bulk of the nation's 17.6 percent undergraduate minorities were enrolled in California, Florida, Illinois, New York, North Carolina and Texas in academic year 1982-83. The report, *Minorities and Women in Undergraduate Education: Geographic Distributions For Academic Year 1982-83* is available free from the Office of Director, Division of Disadvantaged Assistance, Bureau of Health Professions, Room 8A09, Parklawn Bldg., 5600 Fishers Lane, Rockville, MD 20857.

Evening Child Care Available at University of Kentucky

In Fall 1985, an evening child care program was set up at the UNIVERSITY OF KENTUCKY. The service is available to students who go to class in the evening, use the library, or who need to be on campus for any reason. Co-sponsored by the Department of Family Studies and Academic Support Services, the program provides supervised care for children two to nine years old on campus from Monday through Thursday evenings from 5:30 to 9:30 pm. A fee of $4.00 per evening is charged for each child. For additional information, contact Liz Wolford, Early Childhood Lab, Erikson Hall, University of Kentucky, Lexington, KY 40506.

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SEXUAL HARASSMENT AND RAPE

Students Protest Return of Harasser to Harvard

During the last six years three of the four publicized cases of sexual harassment at HARVARD UNIVERSITY (MA) have involved tenured professors of government (the fourth case implicated a visiting scholar who was teaching a writing course). Government department officials say that the number of women graduate students accepting offers of admission to the department has declined significantly in the last two years at least in part because of the harassment cases. When one of those three professors of government, Jorge Dominguez, returned in Fall 1985 to teach, there were strong student protests against his presence. One graduate student distributed a three-page photocopied history of the case to about 70 students attending one of his classes.

The main issue involved is a proposed policy entitled "disassociation" which means that for five years after a finding of sexual misconduct by a faculty member, graduate students should not have to take courses from such instructors nor face them on an exam board. The disassociation proposal was drafted by the government department's eight-student Sexual Harassment Committee and has been endorsed by the Graduate Student Council, Women in Science and the Radcliffe Union of Students. The government department for two years has rejected this proposal.

Help for the Harassed

A group of 30 male and female faculty and staff from RHODE ISLAND COLLEGE (NY) have volunteered to support and counsel those who feel that they may be victims of sexual harassment. Their names and telephone numbers were listed on a flyer which urges people to say "no" to improper requests from those in authority and to reject personal attention that they regard as offensive.

Committee to Study Date Rape

THE UNIVERSITY OF WISCONSIN-MADISON's Chancellor's Security Committee will be dealing with the issue of coerced sex during dating, or "date rape." The committee will focus on sexual rights and responsibilities—the right to say "no" and the responsibility to take "no" for an answer, according to Mary Rouse, head of the committee and assistant dean of students. The committee is planning educational programs for fraternities and sororities, and discussing other ways to spread the message.

FINANCIAL AID

Changes to Help Women Proposed in Higher Education Act

While Congress is considering renewal of the Higher Education Act this year, women's groups and student organizations are pressing for changes in the Act to eliminate elements that they say have discouraged female students from pursuing their education. Some of the changes they are seeking are:

- women should be able to defer payment on student loans if they leave college due to pregnancy;
- lending agencies should be required to provide specific information about why a student loan application has been denied;
- additional funds should be earmarked for publicizing the availability of federal aid to older students; and
- the formula used to calculate how much federal aid a student is eligible for should be changed so that the cost of obtaining day care *is* taken into account and the income of a student's spouse is *not* counted.

The House Subcommittee on Postsecondary Education is currently working on the Higher Education Act and will probably not finish until some time in 1986.

In the meantime, the bill which authorizes funding for the Higher Education Act (HR 3700, the Higher Education Amendments of 1985) contains provisions to eliminate barriers to women's participation in student financial aid programs by increasing financial aid to part-time and nontraditional students. The bill passed the House of Representatives in early December 1985; the Senate version of the bill has been scheduled for hearings.

Congress to the Aid of Nontraditional Students

Federal financial aid does not benefit women and men students equally, according to the co-sponsors of a bill that would eliminate sex-related disparities in federal aid policies. Women are over two-thirds of nontraditional students (older than 25

(*continued on page 4*)

Student/Teacher Relationships: Cool it

THE UNIVERSITY OF PENNSYLVANIA's Task Force on Conduct and Misconduct sponsored an anonymous survey in March 1985 of Penn faculty, staff and students to measure the extent of sexual harassment on campus. It recently published the results of that survey and included a statement jointly issued by the president and the provost. The following is an excerpt from that statement entitled "Conduct and Misconduct on Campus":

> No nonacademic or personal ties should be allowed to interfere with the academic integrity of the teacher-student relation. That integrity is at risk when sexual relations occur between them. What might appear to be consensual, even to the parties involved, may in fact not be so. On this basis, we believe that any sexual relations between any teacher and a student of the teacher are inappropriate. In this category we include relations between a graduate student and an undergraduate when the graduate student has some supervisory academic responsibility for the undergraduate. In addition we include relations between an administrator, coach, advisor, program director, counselor, or residential staff member, who has supervisory responsibility for a student, and that student. Although we do not have the means to enforce an absolute prohibition against such relations, our judgment is that they are unethical. The Provost and Deans should respond to reports brought to them of inappropriate and unethical behavior and act to help ensure that the integrity of the University is maintained.

The University of Pennsylvania joins HARVARD UNIVERSITY (MA), HAMPSHIRE COLLEGE (MA), the UNIVERSITY OF MINNESOTA and other institutions condemning sexual relationships between a teacher and his or her student. For a copy of the survey results, write to the Office of the Vice Provost for University Life, 112 College Hall, University of Pennsylvania, Philadelphia, PA 19104.

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(*continued from page 3*)
years old) yet current student aid policies are stacked against them, note Rep. Pat Williams and Rep. Claudine Schneider who introduced the Student Financial Aid Equity Act, H.R. 3446. The bill focuses on dependent care expenses, financial aid for half-time students and information about financial aid.

Policy Brief Available on Women and Financial Aid

The American Association of University Women (AAUW) has recently issued a policy analysis of women and student financial aid, which describes how the different educational and life patterns of women affect their financial requirements for school, and raises questions about how apparently equitable policies for awarding student aid can disproportionately expand or limit a woman's opportunities to pursue a college education. The policy brief, which contains a selected list of resources, is available for $1.00 from the AAUW Sales Office, 2401 Virginia Ave., NW Washington, DC 20037.

Everything You've Ever Wanted to Know About Financial Aid

For ten years Octameron Associates has published financial aid and college admissions guides. These books are designed for everyone concerned with the financial aid process—guidance counselors, financial aid counselors, parents and students. The 1986/87 editions are now available:

- *Don't Miss Out: The Ambitious Student's Guide to Financial Aid*, 10th edition, by Robert Leider and Anna Leider ($4.00)
- *The As and Bs: Your Guide to Academic Scholarships*, 8th edition, by Victoria A. Fabisch ($4.00)
- *College Grants From Uncle Sam: Am I Eligible and For How Much?*, 5th edition ($2.00)
- *College Loans From Uncle Sam: The Borrower's Guide That Explains It All—From Locating Lenders to Loan Forgiveness*, 5th edition ($2.00)
- *Earn and Learn: Cooperative Education Opportunities Offered by the Federal Government*, 7th edition ($2.50)
- *Financial Aid Officers: What They Do—To You and For You*, 3rd edition, by Donald R. Moore ($2.50)
- *How We Do It: Admissions Procedures at the Nation's Most Competitive Colleges*, 5th Edition, by Edward B. Wall ($2.50)
- *Do It—Write: How to Prepare a Great College Application*, 1st edition, by G. Gary Ripple ($2.50)

For more information on these publications contact: Octameron Associates, PO Box 3437, Alexandria, VA 22302. Free flyers and bulk discounts are available. (These and many other resources and financial aid programs are listed in *Financial Aid: A Partial List of Resources for Women* published by the Project on the Status and Education of Women. Copies are available for $2.50 prepaid from PSEW, 1818 R St., NW, Washington, DC 20009.

MINORITY WOMEN

Black Women and Feminism

The March/April 1985 edition of *The Black Scholar: Journal of Black Studies and Research* (Vol. 16, No. 2) is devoted to "Black Women and Feminism." It covers a wide range of topics from "Home Truths on the Contemporary Black Feminist Movement" to "Battered Black Women: A Challenge for the Black Community" and includes "Black Women in the U.S.: A Bibliography of Recent Works." Single copies of the journal are available for $4.00 from *The Black Scholar*, P.O. Box 7106, San Francisco, CA 94120. Subscriptions cost $20.00 for individuals and $30.00 for institutions.

Everything You've Always Wanted to Know about Minorities in Higher Education

The American Council on Education has issued its *Fourth Annual Status Report on Minorities in Higher Education* which contains a wealth of statistics detailing the participation of minorities at all levels in higher education. The report also contains specific data about Black, Hispanic, Native American and Asian women and documents, for example, the shift from 1970 to 1983 from a majority of male enrollments to a majority of female. The report is in three parts:

- data illustrating the changes in higher education from 1970 through 1983 with projections through 1993;
- a description of the trends for minorities;
- a brief discussion on issues of concern, e.g., desegregation, outlook for historically black colleges, shortage of minority teachers, etc.

Copies of the report are available for $5.00 from the Office of Minority Concerns, American Council on Education, One Dupont Circle, NW, Washington, DC 20036. All orders must be prepaid, and bulk rates are available.

Summer Institute on Race and Gender

The Center for Research on Women at MEMPHIS STATE UNIVERSITY (TN) is sponsoring a summer research institute on race and gender from June 23-29, 1986. Designed for researchers, teachers, faculty and graduate students who are

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Arlene Horowitz, "Mother of the Women's Educational Equity Act"

[*On Campus With Women* will highlight, from time to time, various individuals who have made important contributions toward equity for women on campus. The following is the first in that series.]

The Women's Educational Equity Act for the past decade has authorized the U.S. Department of Education to provide financial assistance for the development of programs and materials to bring about equity for women and girls, and to help educational agencies and institutions meet the requirements of Title IX, the law that prohibits sex discrimination in education. The Act also established the National Advisory Council on Women's Educational Programs which makes policy recommendations to federal education officials to help achieve educational equity for women and girls. This legislation was the brainchild of Arlene Horowitz, who in the late 60's worked as a staff assistant to the subcommittee on the House Education and Labor Committee. She left that job in the early 70's, a time of increasing concern about women's equity issues. She became convinced that women needed a bill for women's educational equity similar to the ones on environmental education and drug abuse education she had helped draft.

She took her idea to numerous women's organizations who generally thought it a good idea but were skeptical that such a bill would ever pass both the House and the Senate. Horowitz convinced Representative Patsy T. Mink (D. HI) to introduce it in 1973 and to hold hearings. The bill was later introduced in the Senate by Walter F. Mondale who also held hearings, and in 1974 was made part of the Special Projects Act of The Education Amendments of 1974. Thus, the Women's Educational Equity Act became public law and was the first categorical funding program specifically for women and girls in the history of the nation.

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their educational attainment, according to the U.S. Department of Labor publication that documents the employment progress of women over the past ten years. The report, prepared by the Women's Bureau for the World Conference in Nairobi, notes that increasingly women are moving into nontraditional areas, particularly management, law, engineering, police work, and the skilled trades. And more women are becoming entrepreneurs, opening their own businesses.

Remarking on the increase in education noted in the report, Lenora Cole Alexander, director of the Women's Bureau said, "Fewer women are dropping out of school before obtaining a high school diploma, and greater proportions not only graduate from high school but go on to college. Women now account for more than half of the enrollments in institutions of higher learning, and more women are pursuing advanced degrees. Today we also see more high school girls studying math, chemistry, and related courses that will equip them for better-paying jobs. We view these developments as very positive signs, because women's employment status is affected greatly by their educational attainment," she noted.

The publication reports on the labor force status of women, characteristics of women workers, and groups such as women apprentices, farm women, and labor union women. One chapter discusses government activity that impacts on women in such areas as job training, retirement income, and occupational health and safety. Other sections deal with programs of the Women's Bureau and nongovernmental organizations during the decade, and with prospects for women in the labor force of the future. The 155-page report, "The United Nations Decade for Women, 1976-1985: Employment in the United States," provides charts and graphs, key provisions of federal legislation and regulations affecting women during the period covered, and a selected bibliography. Single copies are available free from the Women's Bureau, U.S. Department of Labor, 200 Constitution Ave., NW, Washington, DC 20210. A self-addressed mailing label enclosed with orders will expedite handling.

WOMEN'S EARNINGS

Sex Affects Income More Than Race: Hispanic Women Have the Least Earning Power, White Men the Most

The median weekly earnings among all full-time wage and salaried workers for the first quarter of 1985 showed that men of all races fared better than all women. Hispanic men earned $255; Black men $269 and white men $351. Hispanic women earned the least: $224 per week. The median weekly earnings for white women and Black women were the same at $248. These statistics were reported by the Bureau of Labor Statistics of the U.S. Department of Labor.

High Tech is Still Low Pay and Low Status Jobs for Women

In managerial, technical and professional jobs, it is the high-tech men who get most of the jobs, while women fill the clerical and production slots, according to a recent STANFORD UNIVERSITY (CA) study. Only five percent of the more prestigious jobs went to women in 1980, compared to two percent a decade earlier. Even when high-tech women hold jobs equal to the men's, they don't get the same salary. For example, female computer specialists received only 72 percent of the men's salary. Individual copies of the study are available free by writing: Publications, Institute for Research on Educational Finance and Governance, CERAS Building, Room 402-S, Stanford University, Stanford, CA 94303.

Salary Survey: Women Still Underpaid

Even though salary offers to men and women graduates in engineering were approximately equal during the past year, average offers to women in all the science fields were significantly below average offers made to men. As a percentage of men's offers, average salary offers to women ranged from 84.6 percent in the health professions to 98.6 percent in mathematics. Biological and other physical and earth sciences were fields with more than a 10 percentage point discrepancy.

In accounting, average offers to women and men were equal but were lower in both general business and marketing and distribution. Offers to women in economics averaged 96.4 per-

(*continued on page 7*)

Assessing the Aftermath of Federal Budget Cuts in Sex Equity Programs

Two recent reports document the declining federal support for research about women. *What's Left of Federal Funding for Sex Equity in Education and Social Science Research?* discusses the history of federal funding for sex equity in education and analyzes the substantial decrease in that funding over the last several years. It also looks at the current federal role in education and updates the status of some of the key sex equity programs. The report describes federal funding sources for sex equity related to education and social science research such as the Fund for the Improvement of Postsecondary Education, National Institute of Education, Office for Civil Rights, Vocational Education Act Programs, and the Women's Educational Equity Act Program, all in the U.S. Department of Education. Other sources include the U.S. Departments of Health and Human Services; Commerce, Agriculture, Defense, and Labor, the National Endowment for the Humanities, the National Endowment for the Arts and the National Science Foundation.

The programs in *What's Left of Federal Funding?* are those that are aimed at helping women and girls, as well as those that help both males and females overcome sex discrimination and sex stereotyping. Most attention has been given to federal support of research and development activities rather than student financial aid or general aid to women and girls. The 50-page publication, written by Karen E. Levy, is available for $3.50 plus $1.00 for postage and handling from the Federation of Organizations for Professional Women, 1825 Connecticut Ave., NW, Suite 403, Washington, DC 20009.

A Declining Federal Commitment to Research About Women, 1980–1984 which was first released in May 1985 and updated in the fall of that year, compiles funding data available from eight federal agencies and shows how priorities for research have shifted away from research about women. Not only has there been a significant reduction in actual dollars spent, but the overall effect has been a change in the character of federally-funded research, with research about women incorporated into areas less clearly focused on women. The report also notes that a number of federal agencies have been neglecting to gather data about women's research or share what data they have collected.

The report, which was prepared by Mary Rubin, is available for $6.00 from The National Council for Research on Women, 47-49 East 65th St., New York, NY 10021. Make checks payable to NCRW.

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planning or are currently conducting research on race and gender, participants will have the opportunity to:

- attend state-of-the-art lectures on race and gender,
- participate in research and topic groups on a variety of themes,
- preview films on women of color,
- learn to use the center's research clearinghouse on Southern women and women of color, and
- meet, talk, and share ideas with others from around the country who have similar research interests.

The registration fee for the institute is $150.00. For further information and applications, write to Jo Ann Ammons, Center for Research on Women, Memphis State University, Memphis, TN 38152.

Constructive Help for the Disadvantaged

Carlow Hill College is an outreach program in Pittsburgh's primarily Black Hill District sponsored by CARLOW COLLEGE (PA) to help low-income, middle-aged women prepare for careers. Designed to reach women who are stuck on public assistance or in menial, dead-end jobs, the seminar-style classes are scheduled to accomodate work schedules, and free child care is available. For further information, contact Sr. Marcia Snowden, Director, Carlow Hill College, 305 Antonian Hall, 3333 5th Ave., Pittsburgh, PA 15213.

DISABLED WOMEN

Disabled Women Disadvantaged by Wage Bias

Handicapped women earn, on the average, just 51 percent of the average nonhandicapped male's wages, according to a study by researchers at SYRACUSE UNIVERSITY (NY) and UNION COLLEGE (NY). They found that in the government sector handicapped women earn the same, on average, as their nonhandicapped counterparts. The four-year study, recently released by William Johnson and James Lambrinos, is the first to document the extent of wage bias and was based on the histories of 5,387 disabled and nondisabled adults in 1972. The data can be used as a baseline to compare progress made since the Rehabilitation Act was passed in 1973.

Anthology Available on Lives of Disabled Women

With the Power of Each Breath: A Disabled Women's Anthology is a comprehensive anthology documenting the lives of disabled women. Edited by Susan E. Browne, Debra Connors and Nanci Stern, it features the contributions of over 55 disabled women who examine and challenge discrimination against the disabled. This 352-page book is available for $9.95 (paperback) plus $1.00 shipping from Cleis Press at either Cleis East, PO Box 8933, Pittsburgh, PA 15221 or Cleis West, PO Box 14684, San Francisco, CA 94114 depending on which one is closer to you.

EMPLOYMENT

Commission on Civil Rights Comes Down Hard Against Comparable Worth

The concept of comparable worth has been rejected as a claim for sex-based wage discrimination by the U.S. Commission on Civil Rights. The Commission also recommended that Federal civil rights enforcement agencies including the Equal Employment Opportunity Commission reject comparable worth. It recommended that the Justice Department resist comparable worth doctrine in appropriate litigation and that Congress not adopt legislation that would establish comparable worth as a means to set wages.

In its report, *Comparable Worth: An Analysis and Recommendations*, the Commission acknowledges the existence of a wage gap between men and women but that the gap results, "at least in significant part, from a variety of things having nothing to do with discrimination by employers." Innocent employers, the commission says, should not be held liable for "the effects of socialization in the home and the role women play in the family generally, which affect their choices of jobs, career expectations, and participation in the labor force." The report has been highly criticized by women's organizations and other groups.

The 81-page report is the third volume to come out of a two-day consultation on comparable worth held by the Commission in June 1984. (See *On Campus With Women*, Summer 1985, pp. 3-4 for information on Volumes I and II of the proceedings.) The report is available free from the U.S. Commission on Civil Rights, 1121 Vermont Ave., NW, Washingtin, DC 20425.

Facts on U.S. Working Women

A series of ten pamphlets, *Facts on U.S. Working Women*, has been published by the Women's Bureau of the U.S. Department of Labor. Each fact sheet is between two and four pages long and presents statistical information from a variety of sources. Topics include:

- Trends in the Employment Status of Women During the United Nations Decade for Women, 1976-1985
- Women Who Maintain Families
- Working Age Disabled Women
- Working Mothers and Their Children
- Women Business Owners
- Black Women in the Labor Force
- Earnings Difference Between Women and Men Workers
- The Retirement Equity Act of 1984
- Advances for Women Through Federal Legislation During the United Nations Decade for Women, 1976-1985
- Federal Job Training and Vocational Education Legislation That Benefits Women

The fact sheets are available free from the Women's Bureau, U.S. Department of Labor, 200 Constitution Ave., NW, Washington, DC 20210. Please enclose a self-addressed mailing label.

Data Available on Women on the Chemistry Faculty

From 1965 to 1983 the percentage of women on the chemistry faculty at B.S. and B.S./M.S. granting institutions has actually declined, from 12 percent to 11 percent, even though the actual numbers rose from 305 in 1965 to 546 in 1983, along with an even greater increase of male faculty, according to a survey done by the Women Chemists Committee of the American Chemical Society. In 1983 fully 59.4 percent of institutions surveyed had no women chemistry faculty at all. Copies of the survey, "1983 Summary of Women on the Chemistry Faculties of B.S. and B.S./M.S. Granting Institutions" are available free from the American Chemical Society, Women Chemists Committee, 1155 16th St., NW, Washington, DC 20036.

Report Reviews Ten-Year Employment Gains of Women

Women's gains in the job marketplace can best be measured in sheer numbers, in the work they are hired to do, and in

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cent of offers to men compared to only 86.9 percent in the other social sciences and 93.1 percent in the humanities.

These data were compiled by the College Placement Council in its year-end *Salary Survey Report*, available only to CPC members and *Salary Survey* subscribers. For more information, contact the College Placement Council, 62 Highland Ave., Bethlehem, PA 18017.

Lower Pay for Women Geoscientists

A national survey of geoscientists conducted during the Fall of 1983 and recently reported, found that men earned significantly more money than women in each of the income brackets, even when controlling for factors such as full- vs. part-time work, age and level of education. While only 16 percent of the men surveyed earned less than $25,000, fully 49 percent of the women earned less than $25,000. A "Summary Report on 1983-84 National Survey of Geoscientists" appears in the June 1985 issue of GAEA, a newsletter of the Association for Women Geoscientists, P.O. Box 1005, Menlo Park, CA 94026.

NONTRADITIONAL CAREERS

Women Science and Math Majors: High Grades, Low Self-Esteem

Women science and math majors in college are less satisfied academically then other women in college, according to a recent study. Norma C. Ware of RADCLIFFE COLLEGE (MA) and Valerie Lee of the Educational Testing Service also found that on a measure of self-esteem, women generally scored lower than men with women science majors scoring lowest among women.

The nationally representative study of male and female college sophomores of above-average ability showed that only 14 percent of the women, as opposed to 40 percent of the men, chose a scientific major and that women students who place a high priority on future family and personal life were less likely to major in the sciences. The study also indicated that those most likely to major in science or math are hardworking students with ambitious educational goals, good grades and academically-oriented friends.

Help for Evaluating Math and Science Programs Available

Are your math and science programs doing everything they can to encourage women to pursue a career in the field? Are they dealing with the issue of women's low achievement in math and science? A new book is available to show how teachers, counselors, directors and administrators can assess and evaluate their math and science programs. *Evaluating Intervention Programs* by Barbara Gross Davis and Sheila Humphreys offers easily understandable guidelines for conducting an evaluation, and case studies that highlight the requirements of evaluating special programs. They explain how to design an evaluation, prepare questionnaires and conduct interviews and tests, and then give suggestions on how to make sense of the information gathered, how to share what is learned, how to work with consultants, and how to plan the cost of an evaluation.

The book is available for $15.95 plus $1.50 postage and handling from Teachers College Press. Institutions should mail their orders to: Teachers College Press, c/o Harper and Row, Keystone Industrial Park, Scranton, PA 18512. Personal orders should be addressed to: Teachers College Press, P.O. Box 1540, Hagerstown, MD 21741.

Calendar Honors Women of Yesterday in Medicine

To help recall and commemorate the history of women in medicine, the Family Planning Council of Western Massachusetts has published its third annual women's health calendar. *Women of Yesterday* celebrates the courage and determination of women pioneers in health care. The 1986 wall calendar features twelve black and white photos circa late nineteenth and early twentieth century focusing on Black, white and American Indian women showing their participation as researchers, physicians, nurses and midwives. Proceeds from the 8½ by 11 calendar go to support the work of the Family Planning Council of Western Massachusetts. They are available for $7.00 each or three for $18.00 from FPCWM, 16 Center St., Northampton, MA 01060.

Traveling History of Women Doctors in America

"Send Us a Lady Physician: Women Doctors in America, 1835-1920" is a multimedia traveling show which explores and interprets the history of women's entry into American medicine, their success in the late 19th century and their difficulty maintaining a foothold in the 20th century. The show is currently on exhibit at the Historical Society of Pennsylvania in Philadelphia. For information on the show's traveling schedule, call the Historial Society at 215/732-6200.

WOMEN'S STUDIES

Women's Studies: Involving the Community

An organization named Friends of Women's Studies operates as a community support and fund-raising group for the Center for Women's Studies at the UNIVERSITY OF CINCINNATI (OH). The group's 500 members aid the Center's research and outreach efforts. Their activities have included establishing a scholarship fund for returning women students; funding an annual competition for Mini Grants in Women's Studies; creating an exhibition and catalogue called *Emeritae, Women Leaders of the University of Cincinnati*; presenting awards to distinguished women graduates. In addition they have raised $205,000 toward a $250,000 goal to establish a Visiting Professorship in Women's Studies, and have also sponsored three visiting scholars, most recently Professor Paula Treichler from the UNIVERSITY OF ILLINOIS in Fall 1985.

Members of Friends of Women's Studies receive copies of the *Forum*, a quarterly published by the Center, as well as invitations to all Women's Studies events. Annual membership fees are $15, regular; $25, contributing; and $50, supporting. For more information, contact Friends of Women's Studies, Center for Women's Studies, University of Cincinnati, 146 McMicken Hall, Cincinnati, OH 45221.

Women's Studies in Europe

The focus of *Women of Europe*, Supplement #18 is on women's studies and women's research in the countries of the European Economic Community (EEC): Belgium, Denmark, France, Germany, Greece, Ireland, Italy, Luxembourg, Netherlands, United Kingdom. The issue surveys research on women and teaching about women, together with available information on curricula and names of tutors and researchers. The survey also includes the addresses of research or documentation centres, libraries and discussion groups operating outside institutional frameworks, whose activities are likely to improve the position of

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women in society and give new impetus to academic research.

The survey, the first of its kind in Europe, is designed to improve the exchange of information among the EEC member countries. To obtain a copy of Supplement No. 18 to *Women of Europe*, contact the Commission of the European Communities, Information on Women, 200 Rue de la Loi, 1049 Brussels, Belgium.

Women Working For Change

The National Women's Studies Association will hold its eighth annual convention June 11-15, 1986, at the UNIVERSITY OF ILLINOIS at Urbana-Champaign. The theme of the convention is "Women Working for Change: Health, Cultures and Societies", and will address the issues of women's health and status throughout the world. Programming will also highlight the theme as it addresses the values and issues of women of color, Third World women, Jewish women, students, poor and working class women, lesbians and disabled women. For more information on the conference, contact Jeann Rice and Paula Gray, Co-Coordinators, NWSA 1986, University of Illinois at Urbana-Champaign, 304 Stiven House, 708 South Mathews, Urbana, IL 61801.

Literature From The Common Woman

Women's Personal Narratives: Essays in Criticism and Pedagogy encourages literature faculty to include in their classrooms the "nontraditional" literature of ordinary women. The contributors analyze letters, diaries, and oral materials to suggest how to use these materials in the classroom. The opening essays provide overviews of issues related to the use of nontraditional literature in the classroom. Other essays analyze the texts by means of such familiar literary criteria as audience, voice and narrative structure. The conluding essays discuss the use of women's personal narratives in the writing and speaking classroom. Edited by Leonore Hoffman and Margo Culley, the 244-page book will be helpful to those interested in literature, history, anthropology, psychology, sociology, linguistics, or folklore. *Women's Personal Narratives* is available for $27.50 (cloth) and $17.50 (paper) from the Modern Language Association, 62 Fifth Ave., New York, NY 10011.

Philosophy and Feminism

Hypatia is a new journal dedicated to the publication of scholarly research in feminist philosophy. It was created by the members of the Society for Women Philosophers as a forum within the women's movement on such issues as: What is the distinctively feminist methodology, ethics, aesthetics, political theory? What are feminist analyses of anger, racism, spirituality, friendship, sociobiology, reproduction? Formerly published as special issues of *Women's Studies International Forum*, *Hypatia* will become autonomous in 1986, under the sponsorship of the Department of Philosophical Studies and the Women's Studies Program at SOUTHERN ILLINOIS UNIVERSITY at Edwardsville. Two issues are planned for 1986. The first issue will contain articles on a wide range of topics from women philosophers in ancient Greece to an analysis of sexist humor. The second will be a special issue on Motherhood and Sexuality. Subscription rates are $20 per year for individuals and $40 per year for institutions. Contact the Editor, Margaret A. Simons, Department of Philosophical Studies, Southern Illinois Univ. at Edwardsville, Edwardsville, IL 62026-1001.

Signs Call for Papers

Signs Journal of Women in Culture and Society is soliciting papers for several upcoming issues of that quarterly publication. A special issue in 1987 will explore the relationship between women and the U.S. Constitution. The editors of the issue, "Women and the Bicentennial of the U.S. Constitution, 1787-1987," are inviting papers on topics such as women's lives in the period following the American Revolution and during the writing and ratification process; the impact of the Constitution on women's political, legal, social and economic rights from 1787 until 1987; the Equal Rights Amendment and its relationship to definitions of equality, political coalitions and cultural values; the origins and use of patriotic images in American culture; and comparative perspectives on any of the above in relation to other countries. The deadline for submission is June 30, 1986.

Another issue of *Signs* planned for 1987 examines the ways in which race, gender, and class intersect to shape women's experience. Papers for "Common Grounds and Crossroads: Special Issue on Race, Ethnicity and Class in Women's Lives" should describe the commonalities of women's lives despite different cultural, historical and economic considerations and the ways in which their experiences diverge because of these factors. Subjects for papers may include the shaping of gender roles in particular cultural, regional and historical contexts; how race, class and ethnicity promote labor force inequalities; processes that distribute power in society; the role of ideologies and social theory in transforming political process and creating political consciousness; and feminist theory as it has addressed these structural determinants and the meaning of diversity in women's lives. Papers for this issue must be received by September 30, 1986.

For more information and guidelines for submitting papers, contact *Signs*, Special Issues, 207 East Duke Bldg., Duke University, Durham, NC 27708.

Women's Studies Chair Honors Iowa Feminist

In 1985 GRINNELL COLLEGE (IA) endowed the Louise Noun Chair in Women's Studies, honoring a graduate of the College, an advocate of women's concerns and scholar of the history of the women's rights movement in Iowa. Also a community leader in many areas, Noun was elected to the Iowa Women's Hall of Fame in 1981.

In addition to teaching responsibilities, the Louise Noun Professor also has administrative responsibility for the integration of women's studies into the curriculum of Grinnell College.

Help for Graduate Students in Women's Studies

Pergamon Press and the National Women's Studies Association (NWSA) are jointly awarding two graduate scholarships in Women's Studies. The first award is for $1,000; the second for $500. Preference will be given to nominees who are NWSA members and special consideration will be given to students whose research projects address issues relevant to women of color, Third World women, class or feminist practice/analysis in elementary and secondary education. The application deadline is April 30, 1986. For further information contact Caryn McTighe Musil, NWSA National Coordinator, LaSalle University, Philadelphia, PA 19141.

Easy Networking for Women's Studies Researchers in Wisconsin

The third edition of *Women's Studies in Wisconsin* is now available from the UNIVERSITY OF WISCONSIN SYSTEM Women's Studies Librarian. The new edition provides a guide to the faculty, librarians, students, and community representatives working in the field of women's studies across the state of Wisconsin. Over 450 persons are listed, including home and work addresses, phone numbers, occupation, faculty field or discipline, community work related to feminism/women's studies, and current research or subjects of interest in women's studies. Entries are also indexed by geographic region, occu-

pation, college and university, organization, and area of specialization and interest. The directory could serve as a model to anyone preparing a similar guide on a state, school or regional level. Copies of the directory are free to out-of-state subscribers from the Women's Studies Librarian, 112A Memorial Library, 728 State St., Madison, WI 53706.

Citywide Listing of Courses Concerning Women

The New York Commission on the Status of Women publishes a biannual *Guide to Women's Studies*. The 13th edition lists courses on a variety of issues concerning women offered at over 60 organizations in New York City including the colleges of CUNY and other groups such as American Women's Economic Development Corporation, Hispanic Women's Center, Katherine Gibbs School, Karate School for Women, and Women's Computer Literacy Project. The 83-page *Guide* could be used as a model for other cities and local communities. Copies are $1.50 from the Commission on the Status of Women, 52 Chambers St., Suite 207, New York, NY 10007.

Valuing Women's Work

The Spring/Summer 1985 issue of *Title IX Line* focuses on "Women in Literature: Historical Images of Work." Although the newsletter was designed for use by elementary/secondary teachers in English and reading classes, as well as social studies and career awareness programs, it would also be very useful to teacher educators and English literature faculty at all levels. This issue discusses the importance of reading the literature of women's experience; provides a checklist for school district personnel to assess the extent to which they have addressed the issue of women and work in their literature curriculum; offers tips on including women and work literature resources in the English curriculum; and publishes excerpts from American literature: novels, short stories, memoirs and poetry to provide examples of how women's work has changed through American history. Most of the excerpts were written by women. All have female characters in active roles. The excerpts included were chosen from different periods, geographic areas and cultural groups.

Title IX Line is a periodic publication of the Center for Sex Equity in Schools (CSES) which helps plan and implement programs that foster sex equity in any part of the curriculum, teacher/student interactions, student counseling, school policy, school employment or any other aspect of the education process. A limited number of copies of the "Women in Literature: Historical Images of Work" issue are available free from Publications, CSES, SEB 1046, University of Michigan, Ann Arbor, MI 48109.

NAIROBI FOLLOW-UP

How to Improve the Status of Women in the Next 14 Years

A condensed version of *Forward Looking Strategies to the Year 2000*, the document adopted at the United Nations World Conference on Women, is now available from the Women, Public Policy and Development Project at the UNIVERSITY OF MINNESOTA. The document reviews issues addressed during the UN Decade for Women (1976–1985): equality, development, peace, employment, health, education, industry and trade, science and technology, communications, housing, energy and the environment. It makes recommendations and suggests strategies for overcoming obstacles to the advancement of the world's women. In addition the plight of women and children under apartheid and elsewhere; the effects of drought; and the status of the urban poor, elderly women, young women, women in prisons, migrant women, women with disabilities, refugee women, etc. is reviewed. The publication is available for $4.00 from Women, Public Policy and Development Project, 909 Social Sciences Bldg., University of Minnesota, Minneapolis, MN 55455.

Comparative Data on the World's Women

In recognition of the United Nations Decade for Women, the Population Reference Bureau has published *The World's Women: A Profile*, a data sheet with demographic information about women in over 170 countries. The data sheet includes information such as the current and projected number of women of childbearing age; the total fertility rate; the percent of women enrolled in secondary school; the number of literate adult women compared to literate adult men; the percent of women in the labor force; and the percent of women in national legislatures. Copies of the data sheet, appropriate for conferences, exhibits and education, are $2.00 each from Population Reference Bureau, Inc., 2213 M St., NW, Washington, DC 20037.

Nairobi Happenings

The Summer 1985 issue of *Women's International Network (WIN) News* is filled with information about the Nairobi Conference. The issue includes articles on women and development, health, violence, and media, and reports from around the world: Africa, the Middle East, Asia and the Pacific, Europe, and the Americas. The 80-page issue is available for $5.00 from Fran P. Hosken, Editor, WIN News, 187 Grant St., Lexington, MA 02173. Subscriptions to the quarterly publication are $15.00 per year.

INTERNATIONAL

Sexist-Free Language Required

HULL UNIVERSITY in England has removed all examples of sexist language from its publications and has proposed similar changes for its charter and statutes. The working party on nomenclature, which had been set up to review the problem of sexist language, concluded that "it is inadequate to declare that any reference in publications to the male gender is equally applicable to the female gender (or vice versa)." The committee's report also suggested that departments change their syllabli and pamphlets as well.

Interdisciplinary Congress on Women to be Held in Ireland

The Third International Interdisciplinary Congress on Women will be held in Trinity College, UNIVERSITY OF DUBLIN, Ireland from June 29 to July 3, 1987. The theme for this Congress is "Women's Worlds: Visions and Revisions," and will include cross-cultural, interdisciplinary, and practical sessions for researchers, theoreticians, and practitioners in all fields. The organizers welcome proposals for papers, panels and symposia.

The first Congress was held in Haifa, Israel in 1981; the second in Groningen, the Netherlands in 1984. Approximately 600 women from more than 35 countries participated in each Congress.

For more information on the 1987 Congress, write to the

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Congress Secretariat, Third International Interdisciplinary Congress on Women, 44 Northumberland Rd., Dublin 4, Ireland.

Women's Studies Tour of Scandinavia

NORTHERN ILLINOIS UNIVERSITY is offering a three-week travel and study program in Reykjavik, Copenhagen, Oslo, and Stockholm focusing on crucial issues which affect women. Attention will focus on educational/employment opportunities; family social organizations; social service systems, including day care and pre-natal care; peace activities; battered women; trade unions; problems of immigrant women; political activities and influence of women; reproductive freedom; rape prevention and victim advocacy; and other concerns. Three semester hours of undergraduate or graduate interdisciplinary credit is offered for participation. The tour is scheduled for May 23 to June 15, 1986. For further information, contact Orville Jones, Assistant Dean, International and Special Programs, Lowden Hall 203, Northern Illinois University, DeKalb, IL 60115.

Supplementing Traditional History Classes

Women in World Area Studies provides students with resources for discovering the diversity of women's roles in a variety of world cultures. This series of publications includes books about European History and Culture, Latin America, Africa, traditional and modern China, India and the USSR. Each book presents both historical roles of women and information on their contemporary status. The series, written by Marjorie Wall Bingham and Susan Hill Gross and published by Glenhurst Publications, is designed to enrich present curriculum at the secondary and adult levels. Sound filmstrips and microcomputer software are also available to supplement the books. For more information contact Glenhurst Publications, Inc. Central Community Center, 6300 Walker St., St. Louis Park, MN 55416.

Women's Economic Contributions Around the World

The International Labor Office (ILO) has published over 20 books on women and development issues in many countries around the world. The "Women Work and Development Series" includes eight titles dealing with women's economic contributions in countries such as Egypt, Hungary, Sri Lanka, Colombia, Peru, Yemen, and Thailand. They examine the change in women's roles as a result of their own efforts, policy changes within government and private sector, new technologies, demographic change and the degree of equality within the domestic sphere as well as in the labor markets. Other books deal with issues such as rural development, fertility, and technology. For a free catalog, contact ILO, 1750 New York Ave., NW, Washington, DC 20006.

RESOURCES

Report Card on Educational Equity for Women and Girls

The Project on Equal Education Rights (PEER) has published a state-by-state analysis of sex equity in education. The survey looks at data concerning women's and girls' participation in four areas which have traditionally been indicators of progress in women's equity: women's and girls' participation in interscholastic sports; the number of women school administrators; the percentage of women teachers and supervisors of computer classes; and the movement toward sex equity in vocational education. The results indicate national trends in each area and highlight the states with the worst records. (For more details on the report's findings concerning women in athletics, see page one.) *The PEER Report Card: Update on Women and Girls in America's Schools—A State-By-State Survey* is available for $6.95 from PEER, NOW Legal Defense and Education Fund, 1413 K St., NW, 9th Floor, Washington, DC 20005.

A Legal Forum for Underrepresented Women

The Berkeley Women's Law Journal promotes scholarship on racial, cultural and socio-economic issues confronting women, including women of color, poor women and lesbians. Topics covered in the *Journal* include: minority women's employment rights, sexual harassment, lesbian mothers, battered women, spousal/child support, Third World women and the pornographic industry, and Title IX. The *Journal* offers assistance to prospective authors in developing topics, directing research and editing articles in order to create a body of resources that addresses the problems and perspectives of these women. Subscriptions are $18 for institutions; $12 for individuals, and $8 for those with a low income.

The Changing Role of the Campus Presidential Spouse

Jean Taylor Payne discusses not only the traditional *role* of the college presidential spouse, but also the often quite substantial *job* the spouse is expected to do. In "A Dialogue: The Changing Role of the President's Spouse," Payne describes the many duties which are her responsibility at RANDOLPH-MACON COLLEGE (VA) where her husband is president, and how they sometimes conflict with her own professional goals. "What the spouse's job denies that my former profession gave is an independent self-identity . . . My job as president's spouse is amorphous in form and filled with unstated expectations."

Payne believes that the responsibilities performed by the spouse constitute a separate job and it should be the option of the spouse to take them on (for a separate salary) or not, in which case someone else would be hired to fulfill those duties. The 6-page paper, presented to the National Association of Schools and Colleges of the United Methodist Church in July 1984 is available free from the Division of Higher Education, Board of Higher Education and Ministry, The United Methodist Church, PO Box 871, Nashville, TN 37202. For further information on these issues, see *On Campus With Women*, Spring 1985, p. 10; and Summer 1985, p. 5.

Coming Up: National Women's History Week

"Women: Builders of Communities and Dreams" will be the theme for the observance of National Women's History Week from March 2-8, 1986. The week honors the significant roles women play and have played in American history. It provides an opportunity to balance the historical record, to create a public awareness of women's contributions. Events such as oral history interviews, radio programs, and newspaper articles exploring issues facing women today, women's history exhibits, classroom presentations and film series are planned by many state and local communities.

The National Women's History Project offers a variety of multi-cultural materials to be used in promoting and celebrating NWHW: books, posters, records, buttons and other materials. Their 52-page *Resource Catalog* is available for $1.00; technical advice and other services are offered through their Women's History Network. Contact the organization at PO Box 3716, Santa Rosa, CA 95402.

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TAKING NOTES

The Saga Continues

In what appears to be a continuing battle between STANFORD UNIVERSITY (CA) and *Playboy* Magazine, an anti-pornography flyer was attached to the cover of the October 1985 issue of *Playboy* on sale at Stanford, urging buyers to think twice about the nature of pornography and its "demeaning portrayal of women as willing sexual objects." The Product Selection Committee of Stanford's Student Union and Stanford Students Opposed to Pornography (STOP) said in the flyer that they chose this approach "to strike a balance between the civil rights of women and customer choice by making this product available but questioning its purpose." In addition, an educational forum on pornography, jointly sponsored by STOP and the Student Union, was held in Fall 1985.

In April 1985, a *Playboy* photographer came to the campus to photograph students for a pictorial on "Girls of the PAC-10." At that time there were wide ranging protests, including a White Plaza rally that attracted 300-500 people, fake interviews with the photographer, educational forums and counter-advertisements in the *Stanford Daily*. At one point *Playboy* was taken off the racks at the store in Tresidder Union for a week at the height of the student protests.

Who Says Women and Blacks Are Not Good at Math?

White female and Black high school seniors did as well as white male seniors on math examinations if they were equally skilled as sophomores and if they had taken the same number of math courses, according to a recent study of almost 10,000 high school students nationwide. The research suggests that differences in mathematics test scores could be reduced further if not eliminated by encouraging all females and Black males to study math, according to Lyle V. Jones of the UNIVERSITY OF NORTH CAROLINA at Chapel Hill, who conducted the study.

Women's Spatial Ability

Many of the studies quoted to show that men have greater spatial ability than women are in fact statistically flawed, according to researchers at the Ontario Institute for Studies in Education. Writing in the July 1985 issue of *American Psychologist*, Paula J. Caplan, Gael M. MacPherson, and Patricia Tobin note that even the term "spatial ability" has never really been satisfactorily defined and is used inconsistently from one study to another. The July issue of the *American Psychologist* is available for $5.00 plus $1.50 for shipping and handling from the American Psychological Association, Order Dept., P.O. Box 2710, Hyattsville, MD 20784.

Computer Anxiety on the Wane but Women Still Trail Behind the Men

In 1984, over half of all entering freshmen had completed a high school course in computer science—65 percent of the men and 53 percent of the women. According to the Carnegie Foundation for the Advancement of Teaching, this interest in computers persists once students have enrolled in college. The percentage of women students who had written a computer program in their freshman year increased from 22 percent in 1982 to 44 percent in 1984; during that same time period the percentage of men students who had written a computer program in their freshman year went from 33 percent to 57 percent.

Women's Colleges: Doing Something Right

While enrollment in women's colleges rose 25 percent in the last decade, men's colleges have declined; only three men's colleges now exist in the United States. When previously all-male WASHINGTON & LEE UNIVERSITY (VA) went coed in 1985, it had a 62 percent increase in freshman applications.

Director Bernice Resnick Sandler
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The Project on the Status and Education of Women of the Association of American Colleges provides information concerning women in education and works with institutions, government agencies and other associations and programs affecting women in higher education. The Project is funded by Carnegie Corporation of New York and The Ford Foundation. Publication of these materials does not necessarily constitute endorsement by the AAC, Carnegie Corporation of New York, The Ford Foundation, or any of the Project's sponsoring organizations. This publication may be reproduced in whole or part without permission, provided credit is given to the Project on the Status and Education of Women, Association of American Colleges, 1818 R St., NW, Washington, DC 20009. (202) 387-1300. ISSN 0734-0141.

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aac

The Association of American Colleges is the only national organization dedicated to the support and encouragement of liberal learning at all colleges and universities. Founded in 1915, AAC has long championed quality in higher education among its members, as well as business and government leaders. This leadership is demonstrated through resources and projects aimed at building consensus for directed action on urgent education issues.

In addition to the Project on the Status and Education of Women, AAC activities include:

- **Grants** to help member institutions solve educational problems on their own campuses.
- **Council for the Improvement of Liberal Education,** a new action arm of AAC, to build alliances among the country's most thoughtful educators and proponents of liberal learning.
- **Project on Redefining the Meaning and Purpose of Baccalaureate Degrees** to expand the debate on the meaning of the baccalaureate degree and seek consensus on its purpose.
- **Annual Meeting** to bring together higher education administrators and faculty with leading representatives of corporate America, the media, the foundation community, and the Federal Government.
- **Publications** to explore critical issues facing higher education and especially liberal education.

For further information, contact the Association of American Colleges, 1818 R Street, NW, Washington, DC 20009 (202) 387-3760.

ON CAMPUS WITH WOMEN

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